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ABSTRACT

This report presents results of a review of the nine nursing programs in the State University System of Florida, the purpose of which was to evaluate their overall quality and to address specific questions and issues related to nursing, and specifically nursing education, as it is delivered in the State University System. It is noted that the number of nursing graduates is inadequate to meet the needs of the state of Florida; that current programs are unable to meet the need for graduates at either the undergraduate or the graduate level of preparation; and that the demand for nurses is predicted to increase due to the complex health care needs of the elderly, chronically ill persons, and disadvantaged minorities in Florida. Discussed in the review are the following subjects: nursing's role in the health care delivery system in the United States; role of nursing education in Florida; evaluative overview of nursing programs in the State University System; and individual program evaluations of the nine Florida nursing programs. Also provided are systemwide concerns and recommendations for the Board of Regents and universities. Appendices include lists of the consultants who worked on the review and university coordinators. (GLR)

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NURSING PROGRAM REVIEW

STATE UNIVERSITY SYSTEM OF FLORIDA

APRIL, 1992

BOR 91-1

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NURSING PROGRAM REVIEW

IN THE

STATE UNIVERSITY SYSTEM OF FLORIDA

Dr. Billye J. Brown

President

Sigma Theta Tau International

Honor Society

APRIL, 1992

BOR 91-1

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EXECUTIVE SUMMARY

Since the first full review of nursing in the State University System of Florida (SUS) in 1976 two new programs have been added to the system and significant changes made to nursing education. In addition to the nine SUS nursing programs in Florida, there are five private programs which offer baccalaureate and advanced degrees in nursing, 26 that offer the associate degree in nursing, and one hospital diploma program in nursing. From 1989 to 1990, a one year period, 2506 nurses graduated from these 41 programs. This number of graduates is not adequate to meet the growing need for registered nurses (RN) in Florida. The current nursing programs are unable to meet the need for graduates at either the undergraduate or the graduate level of preparation, and it is predicted that the demand for nurses will increase as the health care system continues to change. There are approximately 120,000 licensed registered nurses in the state; however, not all of them are employed in health care.

These changes are the result of increased use of technology, an expansion of the scientific base for health care as well as increased emphasis on health maintenance, teaching and disease prevention. Because of the complex health care needs of the elderly, chronically ill persons, and disadvantaged minorities in Florida, an increase in the numbers of registered nurses is required.

The SUS nursing programs in Florida are graduating well-prepared nurses from all levels of education. They are sought by employers for their knowledge and skills as professional nurses. Health care agencies providing excellent clinical experience are available for current enrollment in each program, and could accommodate more students.

Faculty and administration in the SUS nursing programs are to be commended for their success in graduating persons who assume leadership positions in their community. They should also be acknowledged for the work involved in providing outreach nursing programs around the state, programs which provide education to placebound individuals.

The following systemwide recommendations need to be addressed to better meet the health care needs of the State.

FOR CONSIDERATION BY THE BOARD OF REGENTS

1. The number of students in the Nursing programs needs to increase in order to reduce the nursing shortage in the State. All nursing academic administrators reported that they could accept greater numbers of qualified students if i) funds were available for additional faculty to teach; ii) adequate office space were available to consult with students and prepare for teaching, and iii) adequate numbers of classrooms dedicated to

teaching nursing were available. An increase in numbers of nursing students cannot occur until these needed changes are made.

2. The sole program in the system which is limited to an RN to BSN offering (at UWF) should be expanded to include a generic program. This expansion will cost less than the start-up of a new program, and will help reduce the nursing shortage in the State.

3. Faculty salaries need to be more competitive. The faculty salaries in the majority of programs are not competitive locally with health care agencies or nationally with other nursing programs, making recruitment of faculty difficult.

4. Through dialogue, the community college programs should be encouraged to bring the credit hour requirements for their nursing programs closer to the norm of 60 hours. The excessive number of credit hours required for graduation from the majority of associate degree nursing programs in the state are expensive to the students and the taxpayer, and act as a deterrent to those students who aspire to advance their education in a baccalaureate nursing program.

FOR CONSIDERATION BY THE UNIVERSITIES

1. In addition to increasing the number of baccalaureate students in general, there also needs to be an increase in the number of minority students, and in master's and doctorally prepared graduates.

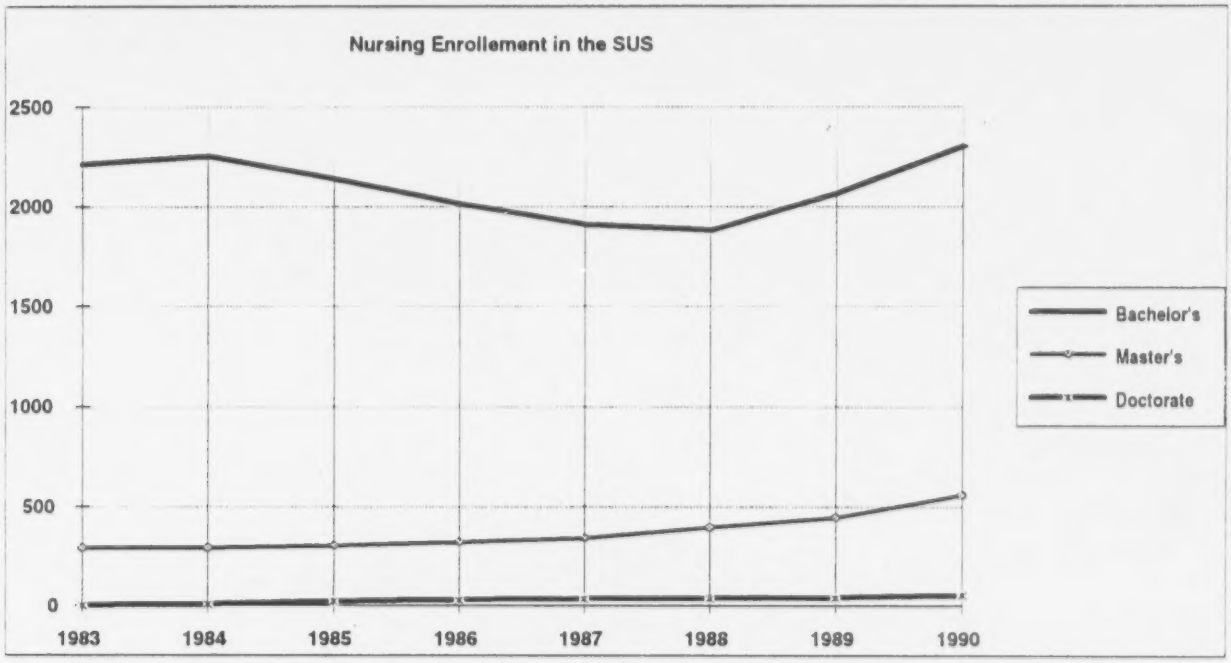
2. The programs which require an excessive number of credit hours for graduation at the baccalaureate level should bring the requirements within the normal 120 to 130 credit hour range.

3. In those universities with master's and doctoral programs, there is a need for space for research projects and for assistants to work on those projects. Most of the programs have been successful in attracting external funding, but some funds and projects have been rejected due to lack of dedicated space to conduct research.

The following graphs represent nursing enrollments and degrees conferred in the SUS. Also included is a chart of passing rates on the licensure examination from 1988 through 1991.

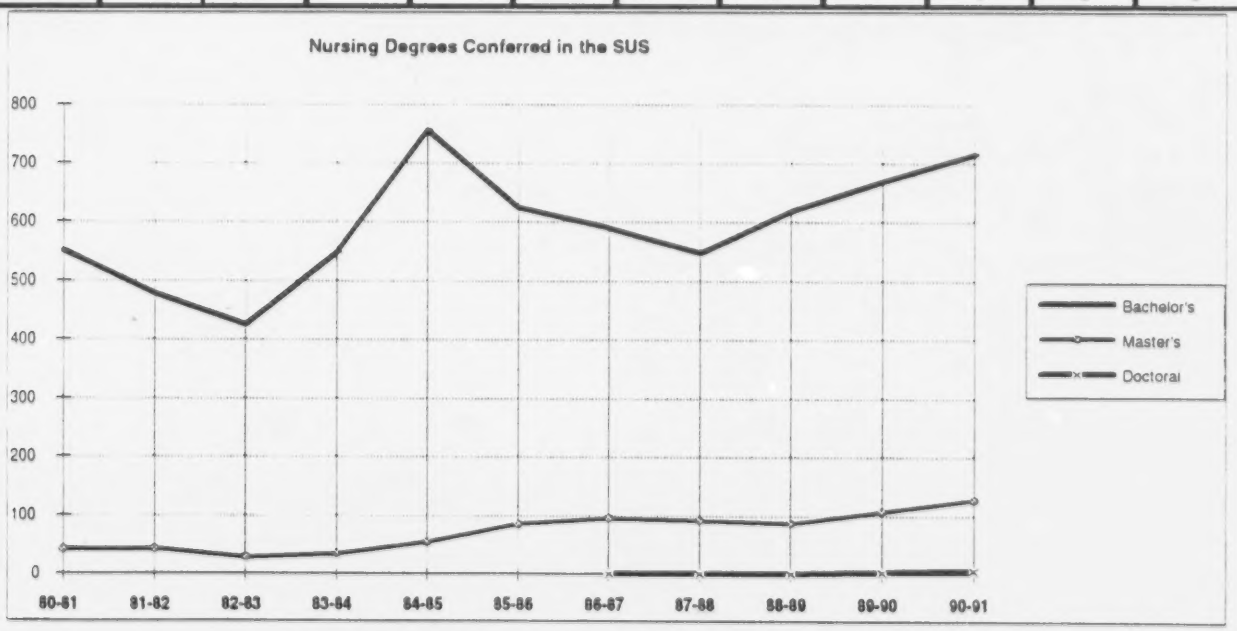
SUS Nursing Enrollments

SY	1983	1984	1985	1986	1987	1988	1989	1990
Bachelor's	2210	2251	2135	2010	1908	1877	2064	2301
Master's	292	291	303	321	341	394	443	556
Doctorate	0	6	23	29	35	39	41	54

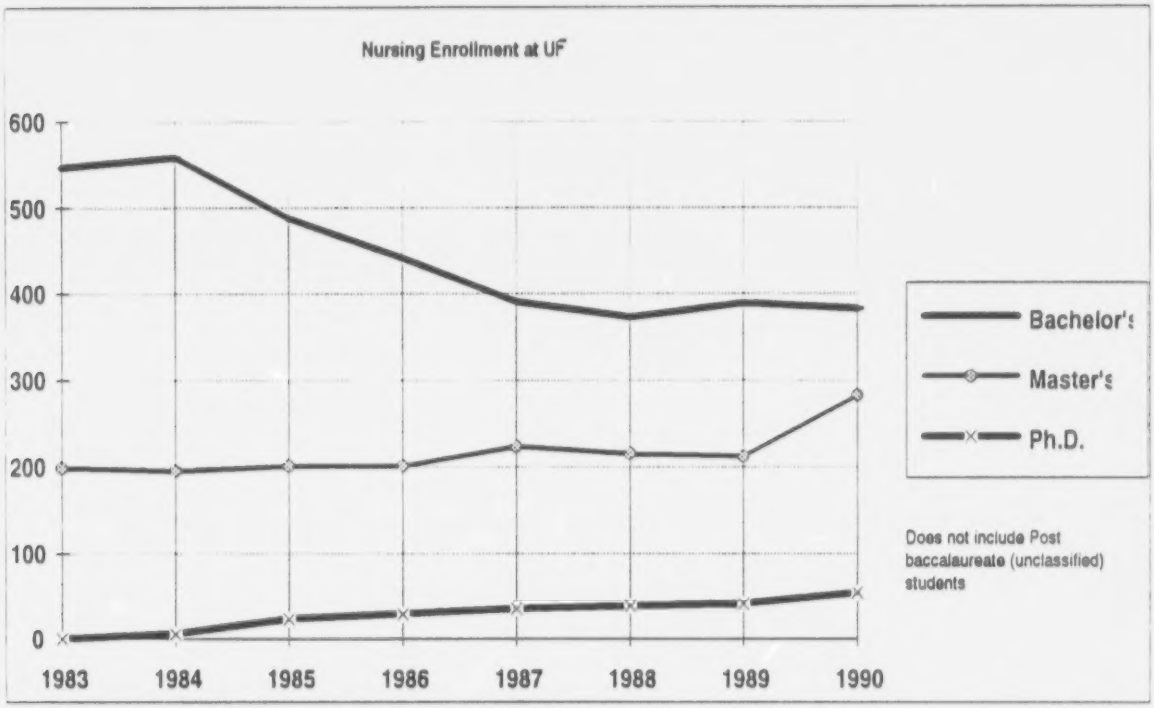


SUS Nursing Degrees Conferred

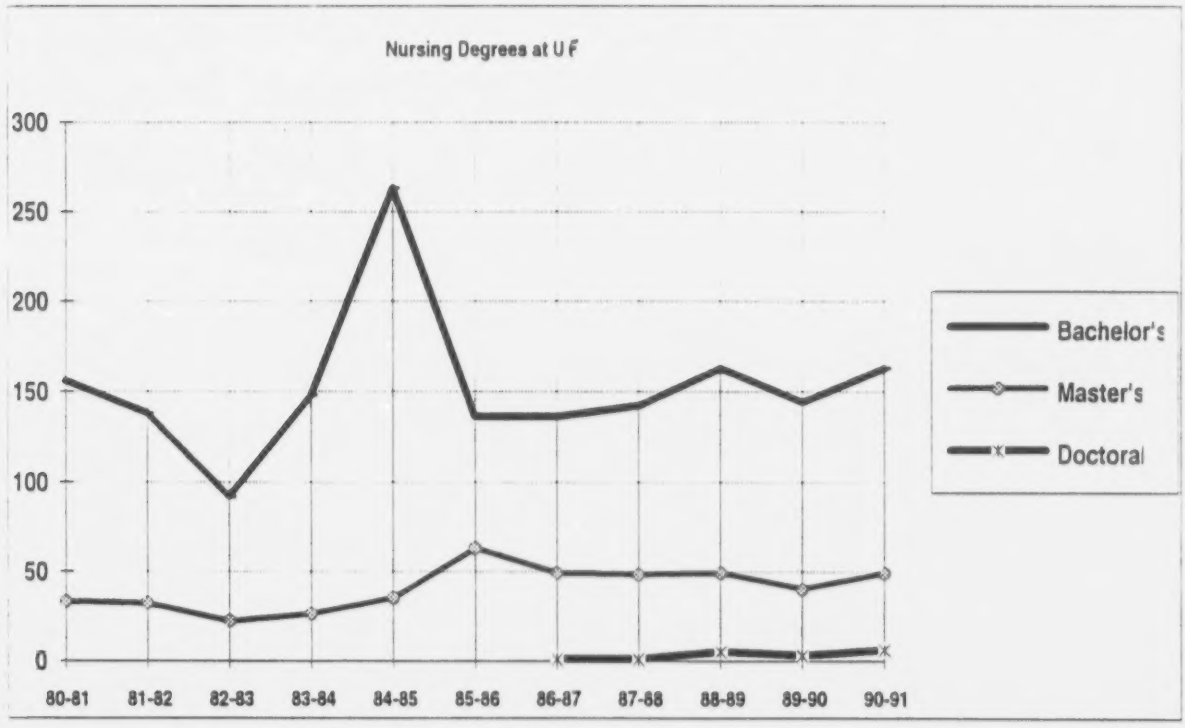
Degree	80-81	81-82	82-83	83-84	84-85	85-86	86-87	87-88	88-89	89-90	90-91
Bachelor's	551	477	425	548	756	623	589	547	618	669	715
Master's	41	42	28	34	54	85	95	91	86	107	127
Doctoral							1	1	5	3	6



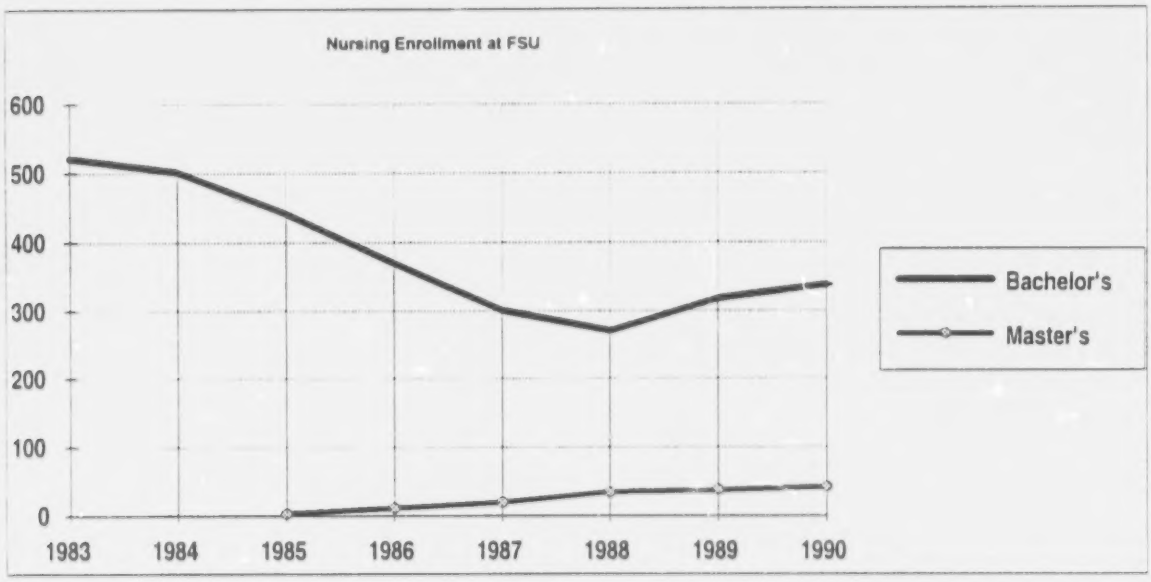
UF Nursing Enrollments



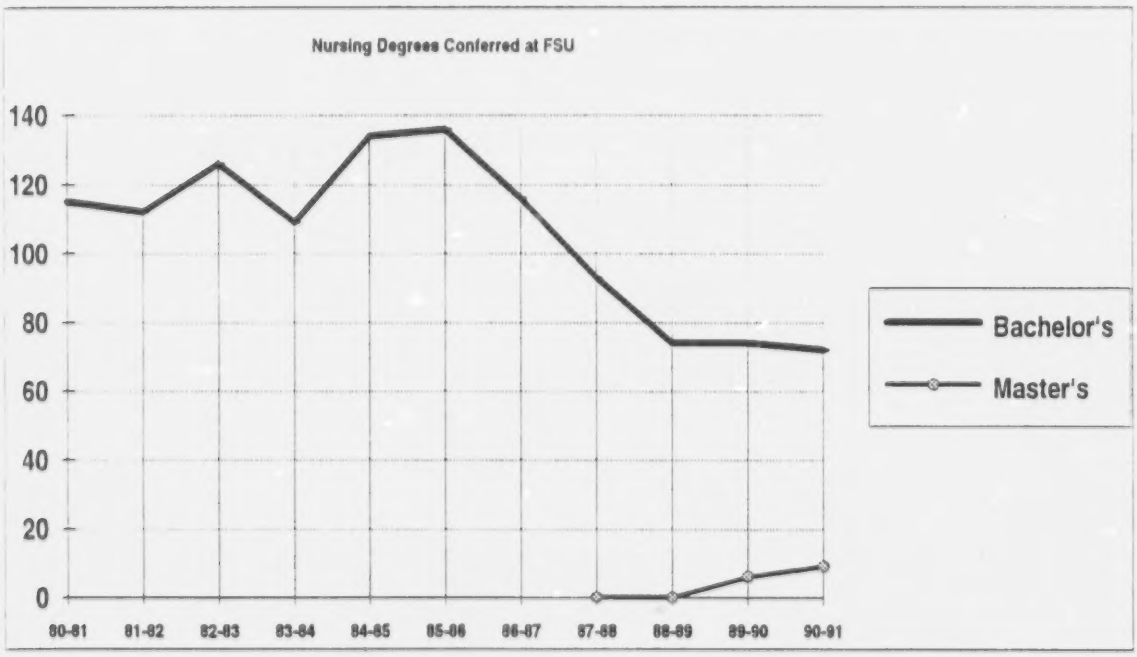
UF Nursing Degrees Conferred



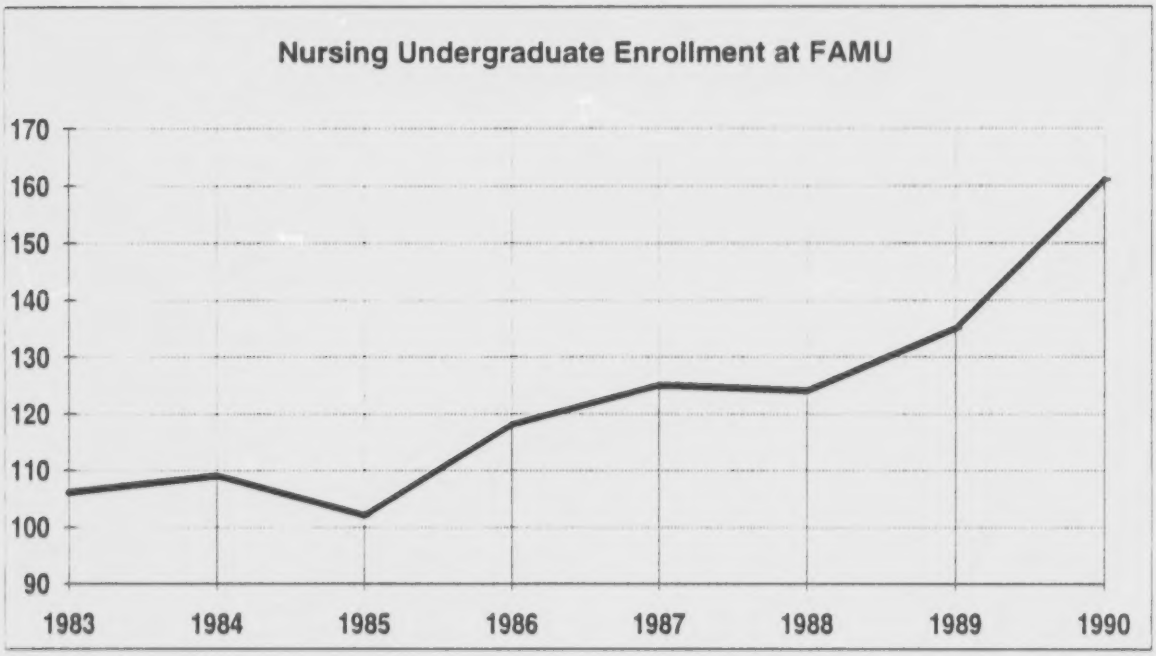
FSU Nursing Enrollments



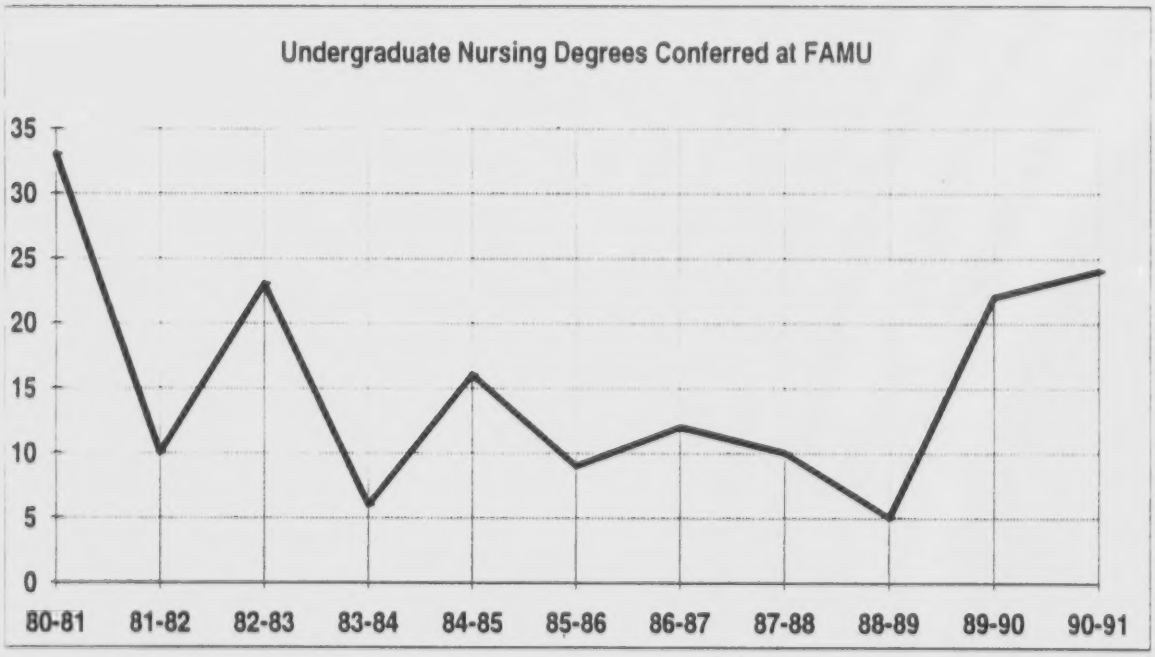
FSU Nursing Degrees Conferred



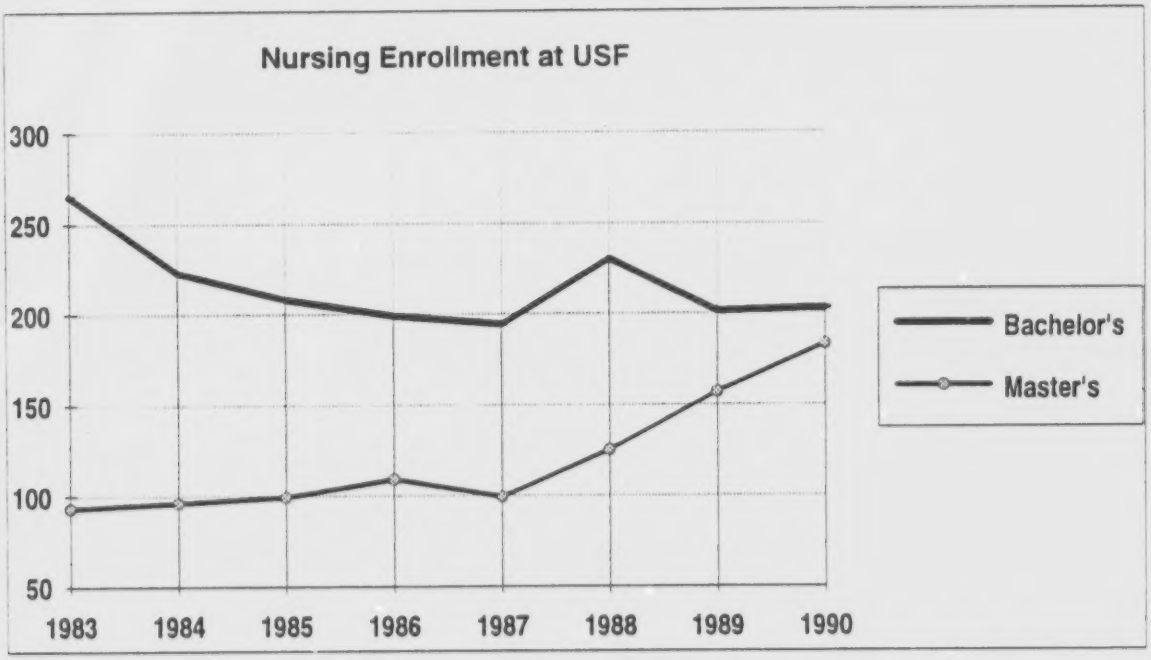
FAMU Nursing Enrollments



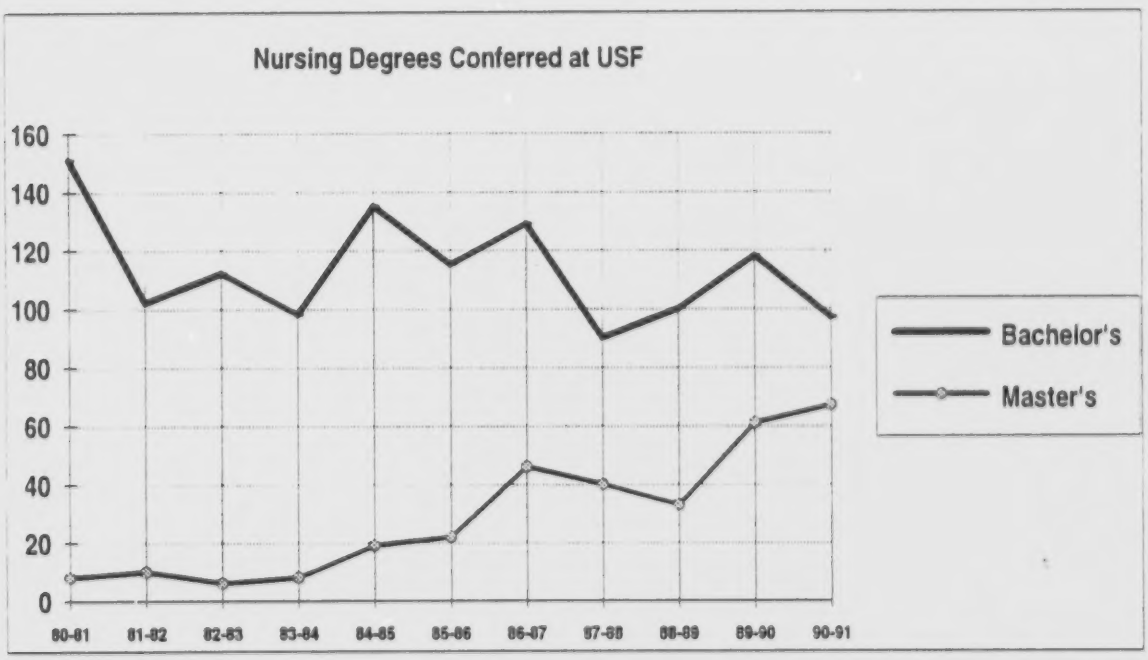
FAMU Nursing Degrees Conferred



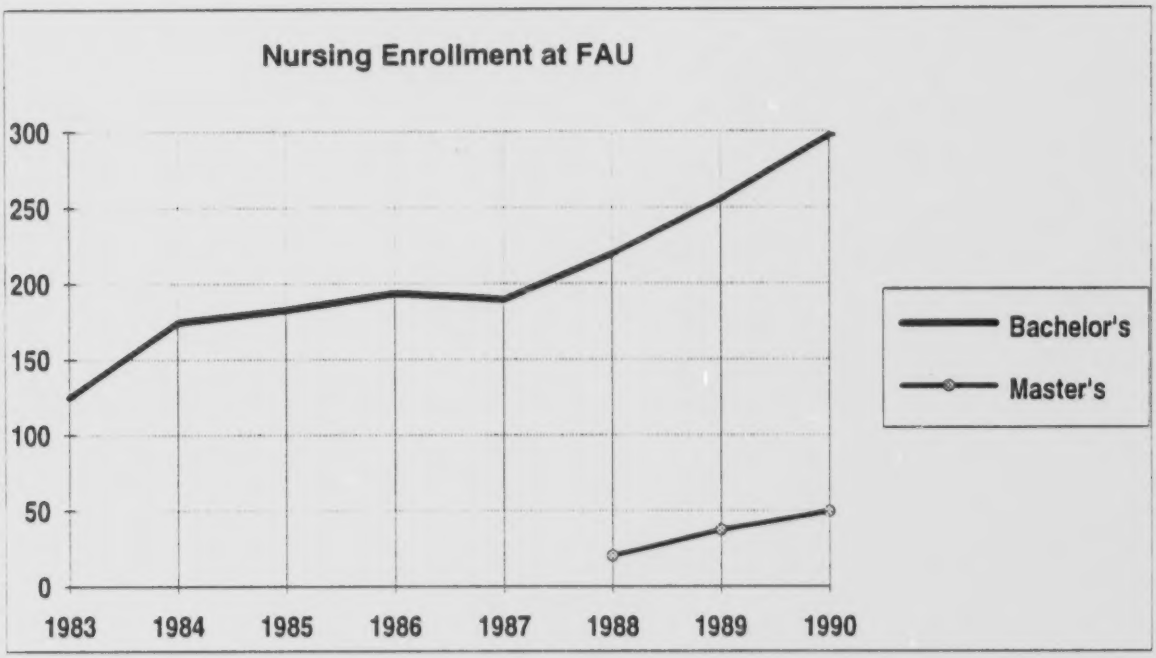
USF Nursing Enrollments



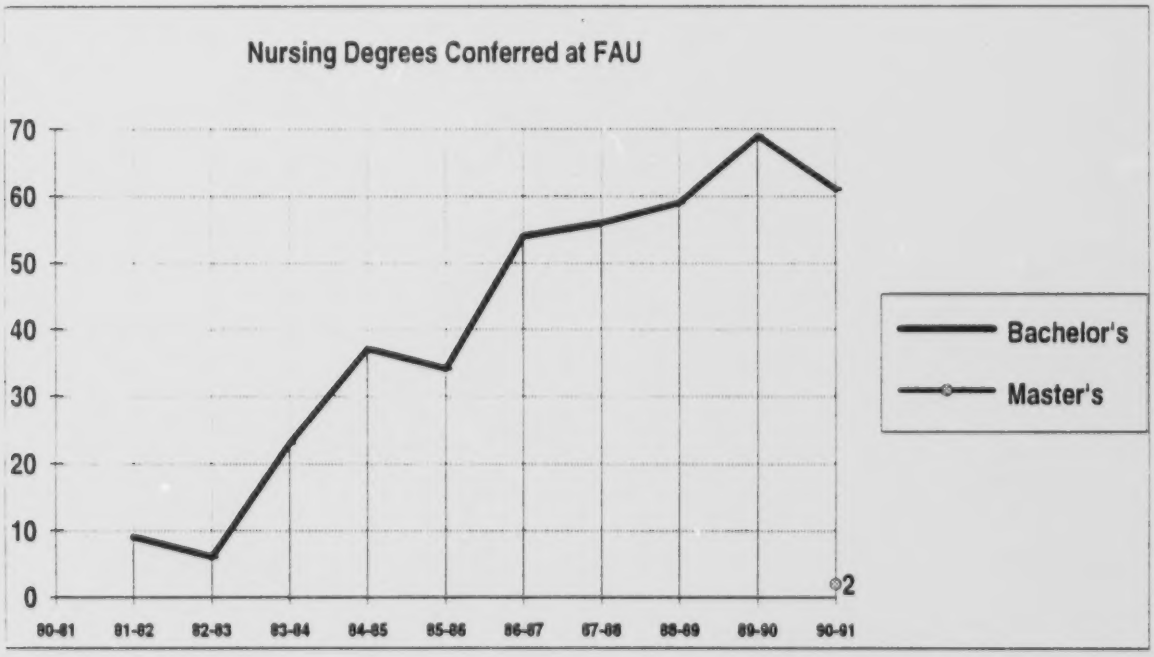
USF Nursing Degrees Conferred



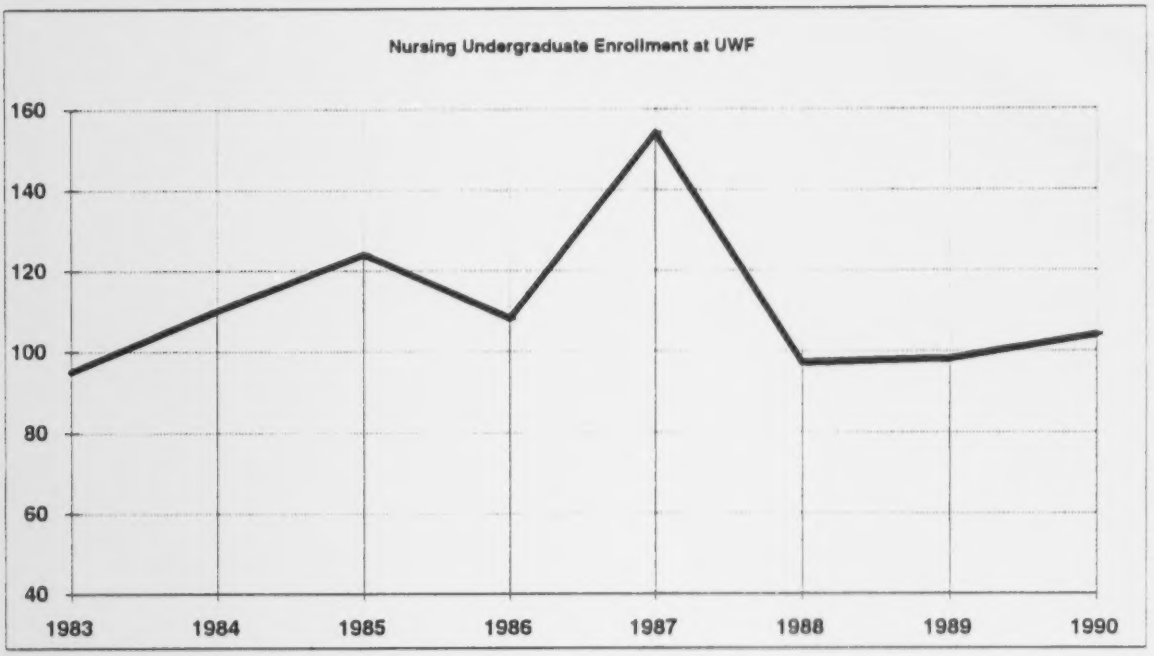
FAU Nursing Enrollments



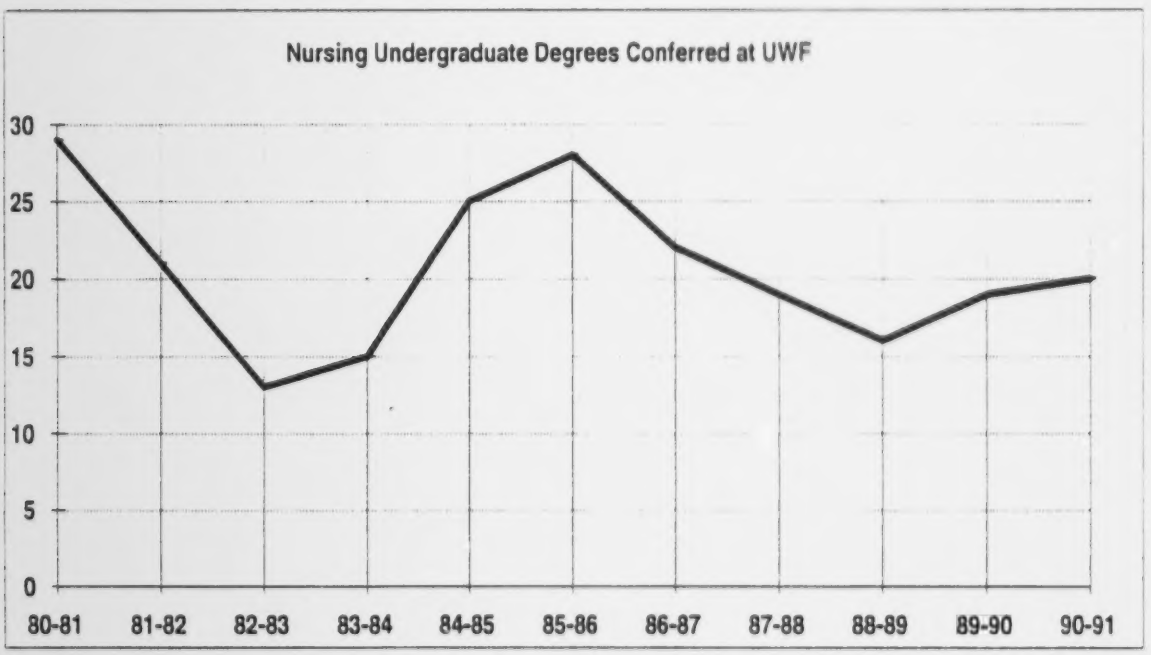
FAU Nursing Degrees Conferred



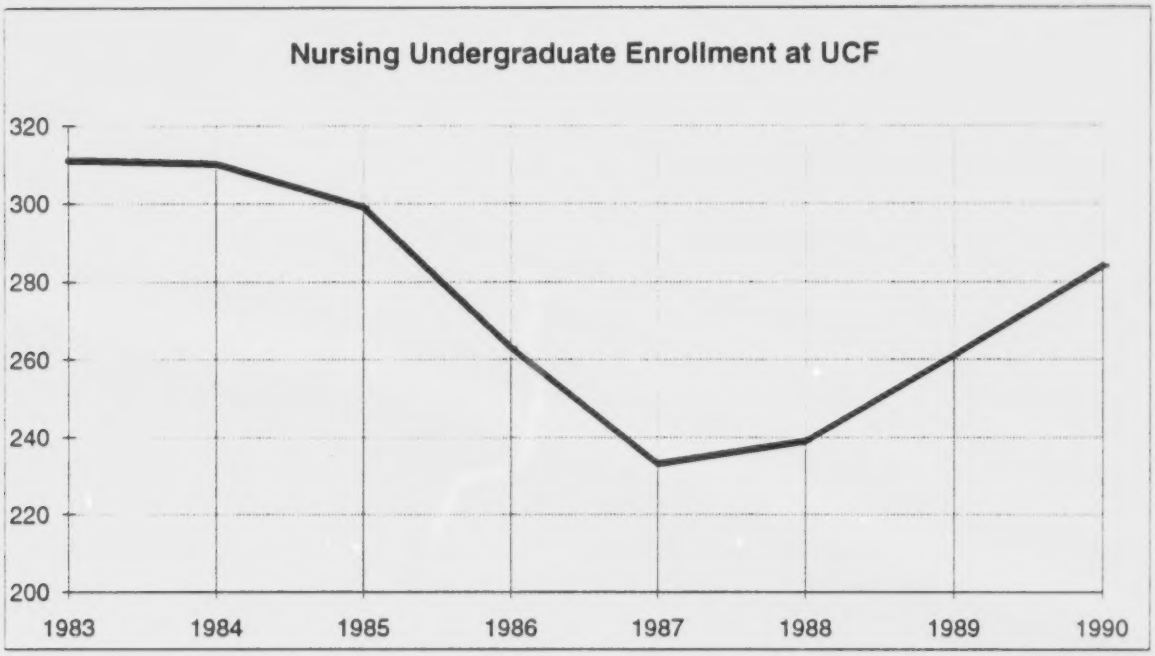
UWF Nursing Enrollments



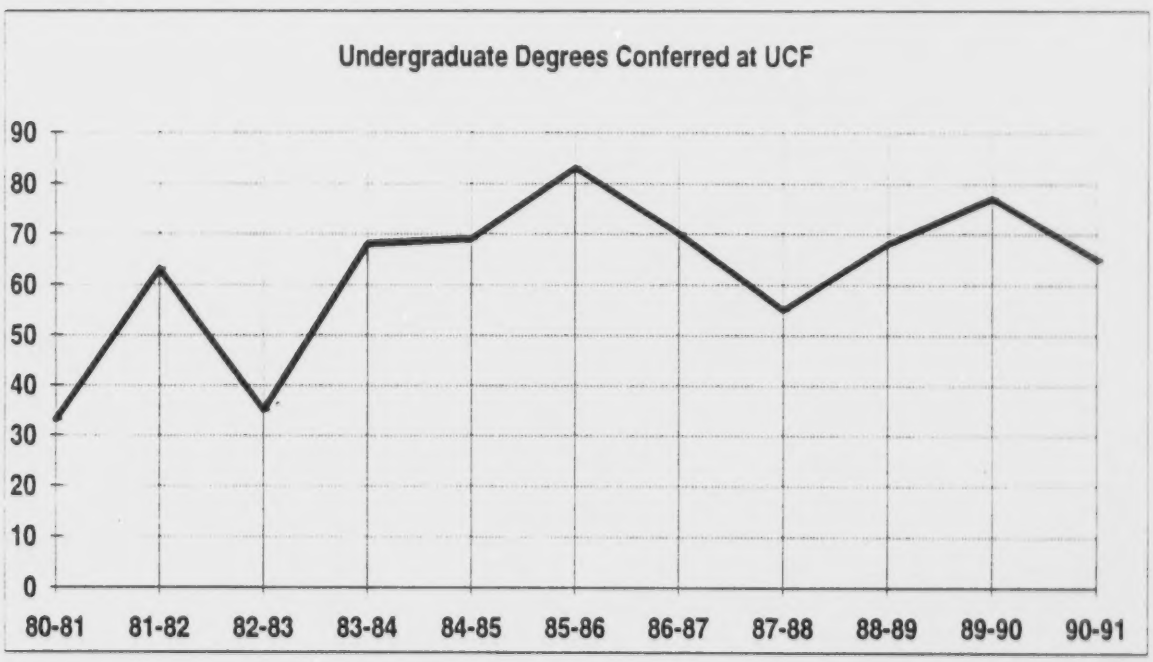
UWF Nursing Degrees Conferred



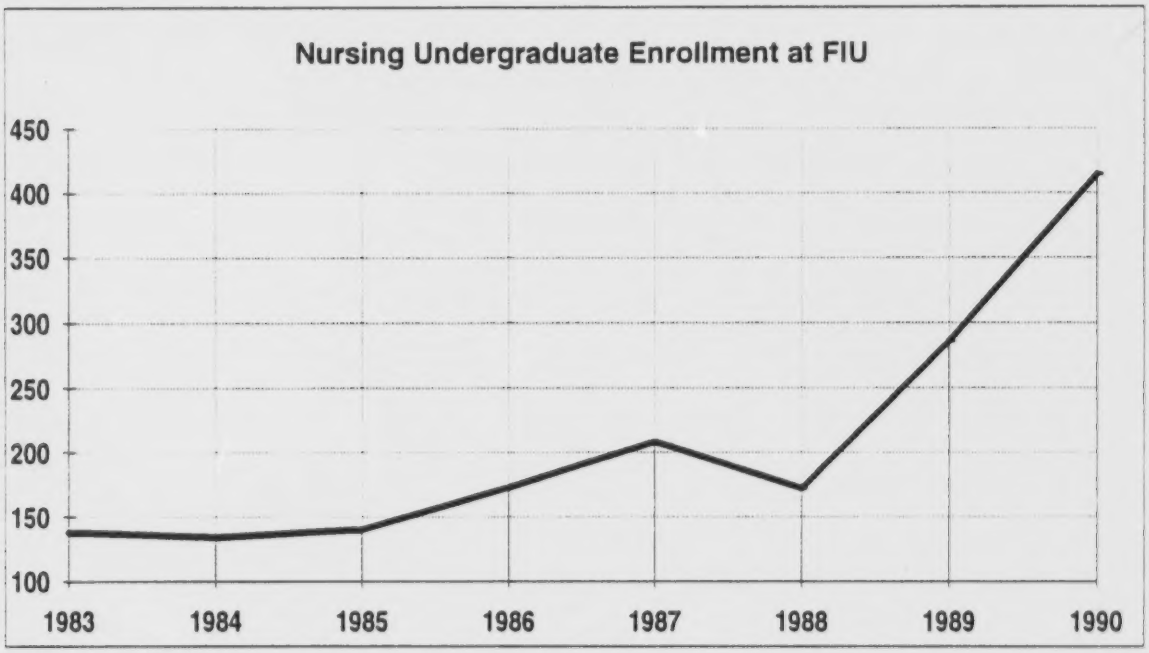
UCF Nursing Enrollments



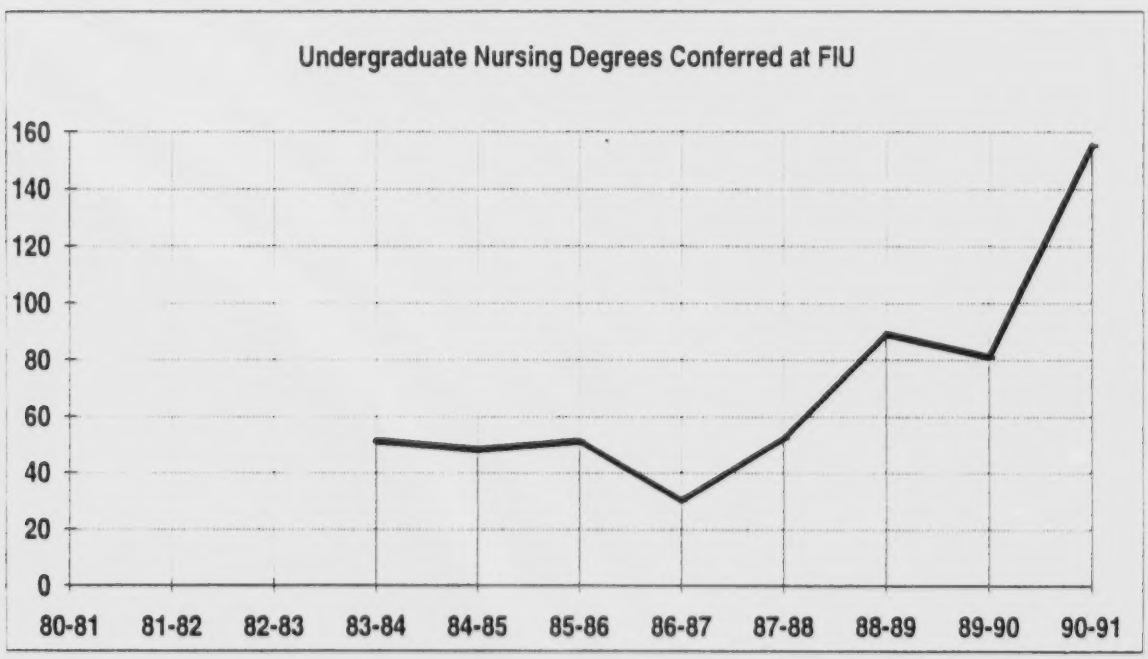
UCF Nursing Degrees Conferred



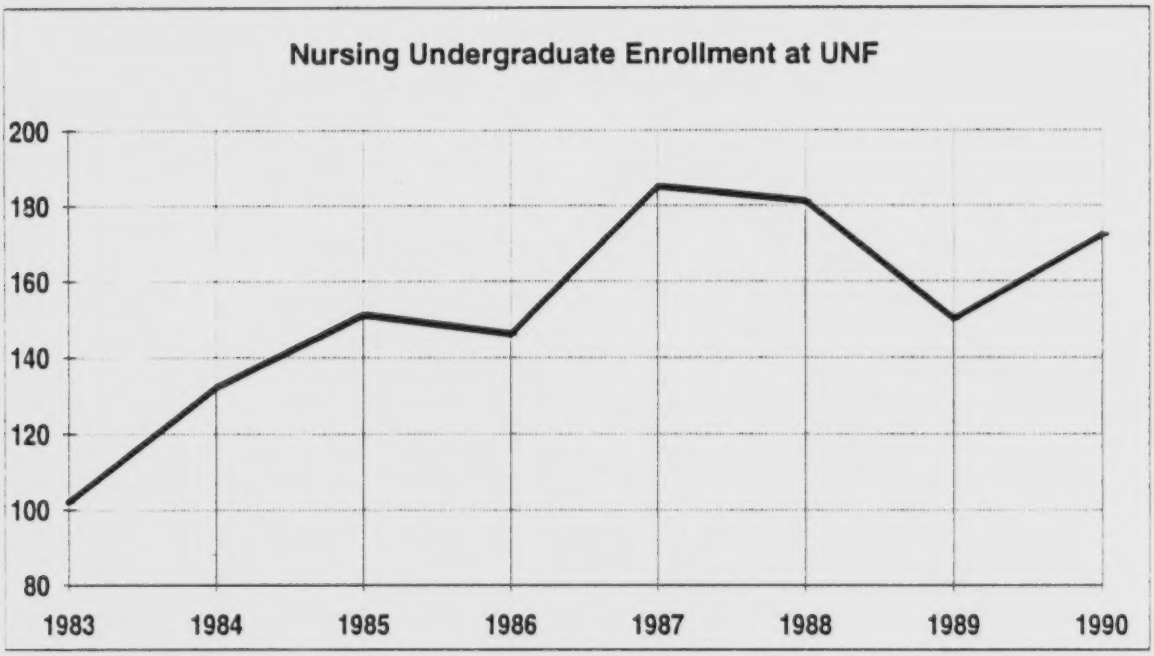
FIU Nursing Enrollments



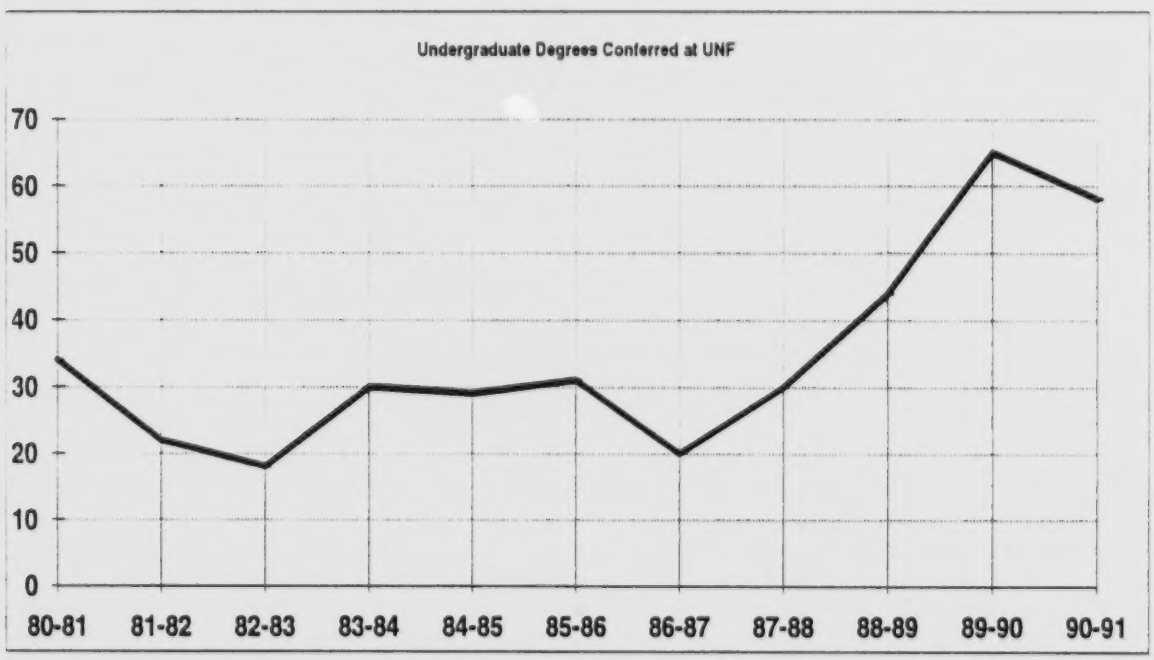
FIU Nursing Degrees Conferred



UNF Nursing Enrollments



UNF Nursing Degrees Conferred



Licensure Examination (NCLEX) Pass Rates **

University/Year	1988	1989	1990	1991
University of Florida	89%	92%	93%	95%
Florida State University	80%	86%	88%	93%
Florida A&M University	100%	100%	96%	92%
University of South Florida	82%	94%	95%	88%
Florida Atlantic University	91%	***73%***	81%	***76%***
University of Central Florida	90%	95%	92%	95%
Florida International University	86%	***69%***	***76%***	83%
University of North Florida	✦	100%	95%	95%

✦ No pass rates reported

Pass Rates Below 80% are Highlighted

** Combined pass rates for February and July administration of the examination

NURSE_EX.XLS

PREFACE

This report is a review of the nine nursing programs in the State University System of Florida. The purpose of the review was to evaluate the overall quality and to address specific questions and issues related to nursing and specifically nursing education as it is delivered in the State University System.

The lead consultant was selected by the nine state universities and the system office. The university coordinators and university consultants were appointed in each of the nine programs. (The university consultants and university coordinators are listed on Appendices B and C respectively.) The function of the lead consultant in this process is to visit each of the schools with the university consultant, and by utilizing the reports of the university consultants, to develop a final report which includes recommendations to the Board of Regents (BOR). The lead consultant works with the Program Review Coordinator and the BOR office. The Program Review Coordinator for this review was Dr. Gita Wijesinghe Pitter. Ms. Cynthia Magners, who is a registered nurse, and Specialist, Health Affairs for the State University System, worked with the consultants as a content specialist. The time spent by these two people in travel and that spent by Dr. Pitter in assistance in writing of the report is greatly appreciated.

Each of the nine programs wrote a self-study report. These self-studies were shared with the lead consultant and the university consultants in the late fall, 1990. Visits were scheduled for each local consultant and the lead consultant for two weeks in February. The visits were preceded by an orientation workshop for all consultants on February 11, 1991.

In an effort to reduce the amount of work required of the nursing programs, the Board of Nursing arranged visits to three of the nursing programs in conjunction with the consultants during the statewide review (Florida State University, Florida A & M University, and University of Central Florida). The Board of Nursing consultants utilized the self-evaluation report written for the SUS review and requested some additional material needed specific to the criteria used to evaluate the program for continuation approval by the Board of Nursing.

NURSING'S ROLE IN THE HEALTH CARE DELIVERY SYSTEM IN THE UNITED STATES

In many circles of society in America, health care is thought to be a "right" of all Americans. In a State of the Union address in early 1991, President Bush spoke of health care as a right. Yet, 37 million Americans (12 million of whom are children) are without health insurance. Many millions more are underinsured. The cost of health insurance in America is growing faster than overall inflation or the economy. The report of the Secretary of Health and Human Services, Report on Minority Health, indicates that health problems which could be prevented with education are more prevalent among groups who lack access to health care. With more than 2 million licensed, registered nurses are the largest group of health care providers in the United States. However, this number is inadequate to meet the growing health care needs of the nation and the current shortage of nurses has been met by all in the health care system with alarm and with efforts to correct this shortage. Attempts by Schools of Nursing to admit more students has been frustrated by lack of budget lines and by shortages of persons who are prepared at the graduate level to teach in college programs. There is a serious shortage of faculty to teach, particularly in baccalaureate and graduate degree programs. In the United States, there are 750 baccalaureate and graduate degree nursing programs. Of this

number 488 are baccalaureate, 212 are masters, and 50 offer doctorates in nursing. There are also 812 programs which offer Associate Degrees in Nursing (figures from the National League for Nursing (NLN) for 1989, latest national figures available)[1]. It is not expected that the nursing shortage will disappear soon, because it is more a shortage caused by increased demand rather than fewer numbers of registered nurses. In fact, the drop in enrollment in undergraduate programs was reversed by fall semester, 1990. Many schools report waiting lists for admission to undergraduate programs.

According to What Lies Ahead-Countdown to the 21st Century, personal and environmental health is one of the nine leading forces reshaping American society (p. 2)[2]. In 1987, the United States spent 12% (500 billion) of the gross national product on health care. That figure will probably reach 15% (1.5 trillion) by the year 2000 (p. 40). If the rising cost of health care is not checked, it is predicted that it could reach 37% of the GNP by the year 2030. Although as a nation, Americans are healthier and life expectancy continues to rise, this improvement of health is not shared by the poor and minorities, particularly black Americans. With the growing elderly population and the advances in science and technology,

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[1] Nursing Datasource 1990 A Research Report Volume I, NLN, New York, Pub. No. 19-2334.

[2] What Lies Ahead: Countdown to the 21st Century. United Way of America, 1989.

we can expect increased demand for nurses with preparation in geriatric and long term care.

In 1990, a study completed by the American Association of Colleges of Nursing (AACN), indicated that a "critical need exists for nurse specialists in gerontology and nursing administration." (A Database for Graduate Education in Nursing: Summary Report, October 1990, p. i)[3]. In this same study other information about graduate programs pertinent for a review of nursing's role in the health care delivery system is provided. The ratio of graduate students (masters and doctoral) per budgeted faculty member was reported as an average of 7.875 students per faculty member (p. iii). The 160 schools responding to this survey reported the average program length for a master's degree in nursing was 18.53 months, with 27.53 months being the average length of time taken by all master's students for completing the program (p. iv). No average length of time for doctoral study is reported. It was reported, however, that the predominant nursing doctoral degree is the doctorate of philosophy in nursing. In these reporting programs, 85.75% of master's students and 88.46% of doctoral students work while enrolled in school (p. v).

Since the focus of the AACN study was in the two critical areas identified, gerontology and nursing administration, it was only in these two areas that information was reported on

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[3] A Database for Graduate Education in Nursing: Summary Report, ACCN, October 1990.

the average number of credits required for graduation. For the Master's in Gerontology the mean number of credits ranged from 22.67 to 47.43. For the master's in nursing administration, from 24.56 to 47.7. For the doctorate in nursing administration, the number of credits were determined by the type of degree: DNS/DNSc, 59.7 (n of 5): EdD, 90 (n of 1); and the PhD, 44.10 (n of 10). For a doctoral level gerontology focus, it was 73.2 (n of 5) (p. vi-vii).

For the 1990-91 academic year, the average salary for doctorally prepared professors in nursing was $52,932. This information is from a national study completed by the AACN[4]. Average salaries reported for other professorial ranks are: Associate professor, $42,612 and $36,972 for Assistant professors. This report also indicates an increase in the number of doctorally prepared faculty from 15% (944 faculty) in 1978 to 43% (3,539) in 1990-91.

The following organizations contribute to a nursing program's ability to prepare graduates, and the reputation of the program as perceived by colleagues. Sigma Theta Tau International is the international honor society in nursing. This organization may be established in nursing programs that are an integral part of a college or university which grant a baccalaureate or higher degree in nursing. The purposes of

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[4] 1990-1991 Faculty Salaries in Baccalaureate and Graduate Programs in Nursing, American Association of Colleges of Nursing.

Sigma Theta Tau are to encourage superior achievement in nursing students in the academic program and to recognize community leaders who have excelled in nursing education, or practice. All of the State University System of Florida nursing programs have either a local honor society, have a Chapter of Sigma Theta Tau, or if in the same city with an established Sigma Theta Tau Chapter, collaborate with that Chapter to fulfill the honor societies purposes.

The American Academy of Nursing was established in 1973 under the aegis of the American Nurses Association. The objectives of members of the Academy are to advance nursing through the identification and exploration of issues in nursing and in society. Individuals who have excelled in education, practice and research are elected to the Academy by other academy members. Membership election is selective. (Information from American Academy of Nursing.) Three of the nine SUS nursing programs have among their faculty members Fellows of the American Academy of Nursing. These programs are: University of Florida (9), Florida State University (2), and University of South Florida (3).

Another measure of the national recognition of a nursing program is through the ranking of nursing schools. This process has been accomplished twice in the past ten years, the first in 1984 and the latest in 1988 (reported in 1990). No Florida nursing school was listed in the 1984 survey. In the

1988 survey, The University of Florida was ranked in the top 35 programs nationwide.[5]

Late in 1940 and the early 1950's, leaders in the profession proposed and implemented voluntary national accreditation for all nursing programs, with the goal of strengthening schools to meet the needs for better prepared nurses. The responsibility for administration of this program was taken over by the NLN, where the program continues to be administered. In order for a nursing school to be opened and its graduates to be eligible to sit for the National Licensing Examination for Nurses (NCLEX), it must be accredited by the State Board of Nursing. That accreditation is mandatory. NLN accreditation is voluntary. The criteria used by the NLN accreditation visitors are voted and approved by the members of each of its departments. That is, members of the Council of Associate Degree Nursing, establish criteria used for accrediting Associate degree nursing programs. This same process is used for the Diploma, Baccalaureate, and Master's degree in nursing. Programs are visited for reaccreditation review each eight years. Following a review of the university's self-study and a subsequent site visit, the accreditation visitors make their recommendation to a Board of Review. The Board, after review of the recommendations and the self-study, will do one of the following: reaccredit for an

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[5] Chamings, Patricia A., Parrish, Rebecca S., and Hargett, Margaret V. "A Current Ranking of Nursing Schools," Nursing Outlook, Vol. 38 No. 3.

eight year period, make recommendations regarding specific areas in the program which do not meet established criteria, or if the lack of fulfillment is sufficiently serious, the program may be requested to write a progress report which will report on their effort to meet the criteria. Another option of the Board of Review is to deny reaccreditation. All nine nursing programs of the State University System are accredited by the Board of Nursing for the State of Florida and by the National League for Nursing.

The most recent national figures for the number of registered nurses in the United States reflects an increase in the number from the 1977 figure of 1.4 million to over 2 million in 1988. The largest number of RN's work in the hospital setting. If the goal of most health care providers is reached (health for all) by the year 2000, it is expected that the working pool of RN's will increase in the community and in the home setting. The reason for this change in the predominant work setting is the increasing emphasis on health promotion and disease prevention. These changes will increase the role of the nurse as a health teacher. This fact and the increasing emphasis on technological innovations in the health care environment require advanced education. As the health care environment grows more complex, more educational preparation will be required of nurses than is found in the educational preparation of a practical nurse, the diploma nurse graduate, or the graduate from the associate degree program of

nursing. For this reason, nurses prepared in these programs are returning to school in unprecedented numbers. In the United States in 1989, 55.7% of programs were associate degree, 10.8% diploma, and 33.5% Baccalaureate. The number of RN's returning to school to obtain their baccalaureate in nursing for the purpose of career mobility increased from a figure of 27,573 in 1979 to 41,674 in 1989[6]. Both practical nurse graduates and RN's without the baccalaureate may be admitted to most baccalaureate programs without repeating work for which they have credit. According to The Seventh Report to the President and Congress, the most serious shortage in both education and service agencies are predicted to be the baccalaureate and higher degree prepared nurses[7].

Part time study for students in nursing programs is becoming more common. According to Nursing Datasource 1990, in 1985 the percent of baccalaureate nursing students (both basic and RN-Baccalaureate Completion students) in full time study was 69.78%, while those in part time study was 30.2% of all enrolled. In 1989, these percentages were dramatically changed. Those in full time study were 16.5%, while those in part time study were 83.42% of the total enrolled (p. 47).

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[6] Nursing Datasource 1990, Vol. I - Trends in Contemporary Nursing Education, NLN, (p. 6).

[7] Department of Health and Human Services (1988), Seventh Report to the President and Congress on the Status of Health Personnel in the US, Washington, DC. Bureau of health Professions, Health Resources and Services Administration, Department of Health and Human Resources.

Almost 27% of associate degree students are part time, while 14% of baccalaureate and 11% of diploma students are part time (p. 22). This change in enrollment status can probably be attributed to several factors. The most obvious is economics. There are no figures in this publication to indicate the number or percent of baccalaureate nursing students who are receiving scholarships in nursing programs. Other factors which will contribute to this increase in part-time status are the age of students and family obligations. The demographic profiles of the diploma and baccalaureate students are more similar, while that of the associate degree student is very different. Sixty percent of diploma and baccalaureate students are single, while sixty percent of associate degree students are married. These married students (AD) are older with children. The median age for all newly licensed graduates is 26, while the median age for associate degree graduates is 31 years (p. 23).

ROLE OF NURSING EDUCATION IN FLORIDA

According to the 1990 Census as reported in March 1991 in USA Today, Florida's population is 12,937,926. Florida is the fourth most populous state and the fourth fastest growing state in the United States. Although the state is known as a haven for retirees, two-thirds of the new citizens are working age people. According to the article in USA Today, the racial breakdown for the state is: white 83.1%; black 13.6%; American Indian 0.3%; Asian 1.2%; Hispanic Origin 12.2%; and other races 1.8% (the sum of the percentages exceeds 100% because persons of Hispanic origin are included under other racial categories as well). The fastest growing areas in the state are the gulf coast area and the central region. The 26.9% minority population in the state has relevance for the health care delivery system, as does the large number of retirees in the state. Figures which reflect the percentage of population who are uninsured, or who are economically disadvantaged and without adequate health care, are not available for this report.

In 1982 the Florida Legislature, because of its concern about the health care delivery system, directed the Postsecondary Education Planning Commission (PEPC) to develop a comprehensive health professions education plan for the state. Several reports resulted from this directive. Included in the series was a report on nursing. In 1987, the Legislature

directed another cycle of the Comprehensive Health Professions Plan with priority being given to the needs of nursing in the state. This directive resulted in the report Nursing Education in Florida, Report and Recommendations of the Postsecondary Education Planning Commission in 1988.

The PEPC report included information about nursing as a profession, and nursing education in the United States, as well as nursing education and manpower in Florida. In the last part of the report, issues and recommendations related to Florida's nursing manpower needs, articulation and the career ladder, financial assistance, entry to practice, and minority representation, were reported[8].

The Health Care Cost Containment Board (HCCCB) in March 1990, published Beyond Shortage: Nursing Personnel in Florida in Volumes III and IV. This report deals with the current shortage of nursing personnel and the adequacy of the future supply of nurses for Florida. According to the report, using a Historic Trend Model to learn the baseline needs, the projected supply of RNs in the year 2000 will be 63,097, and the demand for RNs will be 142,504. The concern of this study group for the existing information about current and future supply was that consideration had not been given to the growing population and specifically to the aging population in Florida. They accurately state that these factors influence the need for

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[8] Nursing Education in Florida, Report and Recommendations of the Postsecondary Education Planning Commission, Report 5, 1988.

health care delivery. The Board reports their concern that previous projections of supply and demand completed by The Bureau of Health Profession, Health Resources and Services Administration in 1988 under-projects the need and demand[9].

The purpose of the Vol. IV report of the HCCCB was to "identify the factors present, including recruitment and retention strategies, that enhance the ability of selected Florida hospitals and nursing homes to attract and retain professional nursing staff." Data from interviews with nursing executives and staff nurses from 12 Florida hospitals and 11 nursing homes were analyzed (p. 1 Vol. IV). These reports deserve consideration by those who are concerned with enrollment in nursing programs.

In June 1990, The Department of Professional Nursing, Division of Medical Quality Assurance, Board of Nursing, (later referred to as the Board of Nursing) reported that Florida has 14 programs which offer the baccalaureate in nursing (9 SUS and 5 private); 26 Associate degree programs and one program which offers the diploma in nursing. These 41 programs lead to preparation for the graduate to be eligible to sit for the National Licensure Examination (NCLEX-RN) for registered nurses. (The RN licensure is regulated by the state not at the national level.) From these programs 2506 graduates sat for the examination in the period from July 1, 1989 through

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[9] Beyond Shortage: Nursing Personnel in Florida, Final Report Vol. III & IV, Health Care Cost Containment Board.

June 30, 1990. (The NCLEX-RN is administered in February and July each year.) Of this number 2185 successfully completed the examination and were licensed to practice as Registered Nurses in Florida. (Information from "Annual Report of Professional Nursing Programs.") The national average pass rate in February 1990 for all graduates was 86.5%; the pass rate for the baccalaureate graduates was 86.4%, and for the associate degree graduates 86.4%. The state passage rate in February 1990 for all graduates was 86.4%; the pass rate for the baccalaureate graduates was 81.4%, for the associate degree graduates 86.7%, and for diploma graduates 93.3%. The average for all Florida graduates in February 1991 was 92%. The program at the University of West Florida is a registered nurse to baccalaureate completion program (later referred to as the RN-Baccalaureate completion program) and has no graduates who sit for the NCLEX-RN.

The Board of Nursing has established rules for the conduct of nursing programs. Each program must comply with these rules. They pertain to specific requirements for the curriculum, clinical agencies, faculty and students, including the requirement that in "clinical training", no faculty member may be assigned to supervise more than twelve students. The faculty member is to be physically present within the agency when students are giving direct patient/client care (Board of

Nursing Rules, 210-7.027-5,6)[10]. With specific requirements for credentials, preceptors may be utilized for student supervision (210-7.027-12). The Board has the authority to establish "minimal acceptable performance" on the NCLEX.

[10] Department of Professional Regulation, Board of Nursing, Rules 210, May 1989.

EVALUATIVE OVERVIEW OF NURSING PROGRAMS IN THE STATE UNIVERSITY SYSTEM

This section reports general observations about the state of nursing education in the Florida State University System. Comments specific to some programs are made, with identification of the program.

One of the nine nursing programs is a "ranked" program, according to a 1988 survey of nurse researchers and administrators of nursing programs. The program at the College of Nursing, University of Florida is ranked as one of the top 35 ranked programs in the United States. Because of the credentials of faculty members, contribution to the profession by undergraduate and graduates, leadership of the program, and the quality and quantity of research produced in the program, this program has the potential to be ranked among the top ten schools in the United States. To achieve this recognized position several requirements must be met: strong University Central Administration support, adequate space for classroom teaching, faculty offices which would allow one person per office, research space, funds to recruit additional faculty with clinical and research experience, and an increase in present faculty salaries. With these requisites in place, the College could also admit larger numbers of masters and doctoral students. These graduates are needed in Florida.

There is concern that the one program in the SUS which only admits RN-BSN completion students (UWF) may be closed. Instead of closing the program, a generic baccalaureate nursing program with an option for the RN-Baccalaureate completion student should be established as soon as faculty members, space and funds for operation of an upgraded program are available. A generic baccalaureate nursing program to graduate persons with quality education is needed in this part of the state. Employers were strong in their expression of this need. Faculty in the program need to develop a curriculum and a schedule for classes which will allow for recruitment and retention of students who presently commute to Alabama to complete the baccalaureate in nursing.

The State University System facilities plan should include as a priority, adequate space for nursing programs, which along with additional faculty members will allow for growth of existing programs. Another priority would be for increasing salaries needed for recruiting faculty from out of state. Existing salaries in eight of nine SUS programs are less than the American Association of Colleges of Nursing reported averages. The exception to this is Florida Atlantic University. At this time insufficient numbers are being graduated from graduate programs to meet the demand for these persons with advanced education in service agencies as well as the need for teachers in the college/university setting.

There is no question that additional graduate programs are needed in Florida. The SUS Master Plan for the period 1988-89 through 1992-93 includes two Master's programs in Nursing, one at FIU and the other at UCF. While start-up of new programs may not be a realistic goal at this time of economic depression, some steps can be taken now in preparation for future initiation of graduate programs. Those schools with plans to start graduate programs should conduct surveys to determine the feasibility of establishing a program in their region. The needs assessment should include the demand for the program by potential students qualified for admission. In addition, and perhaps more important, is a determination of the focus/concentration needed of graduates as indicated by employers in the region. During the time of assessing the needs, faculty and administration in these programs can increase their research productivity and their grant writing skills.

The opportunity for education of minorities is readily available in the SUS nursing programs. All programs recruit minority students. The two Schools which attract the largest percentage of minority students are FAMU and FIU. These two programs have recruitment and retention programs, but greater priority should be given to them. Recruitment and retention programs are important for all nursing programs. Academically disadvantaged students are found among non-minority students as

well as among minorities. The population of minorities in Florida serves as a mandate for preparation of minority nurses.

Insufficient emphasis is currently being placed on the preparation of graduates for the care of the geriatric patient/client population in Florida. The percentage of retirees in the state dictates the need for increased numbers of graduates with special skills to care for these persons. This population also dictates the need for more research directed toward the improvement of the care of the aged, research which will lead to more accessible and economical care for this significant percentage of Florida's population.

Graduates from the SUS programs have assumed responsible and leadership roles in the State as well as the nation. The state is to be commended for the quality of education afforded these persons and the faculty member role models which motivate them to become leaders.

Faculty members in the SUS programs are a positive influence in the community of their residence. Many of them serve as volunteers in organizations which need their leadership capabilities. Many conduct clinics for the poor and undeserved of the community. This was particularly observed at Florida State University and University of Florida. We were told in Gainesville that if faculty did not manage some of the clinics they would not be available for needy people in that area. As faculty members they serve as role models for students and other professionals in the community.

There is strong community commitment to the programs and a good relationship with hospitals and other health care agencies. Community agencies like SUS graduates. Many nursing service administrators indicated their interest in employing more graduates with baccalaureates in nursing if they were available. Several indicated their need for additional persons with graduate preparation.

Faculty and administration in several schools provide outreach programs for students who need graduate and undergraduate education. Many of the students are place-bound and could not otherwise gain advanced education. Outreach programs are difficult to administer and they are more difficult for the teachers than is teaching at the home base.

There seems to be a good relationship between administration of baccalaureate nursing programs and the nursing administration of associate degree programs. This observation was made when talking with administrators from both types of programs.

Most of the programs do arrange faculty schedules to allow time for research. Some of the schools designate a research day. In some universities there is no evidence of evaluation to determine the way in which faculty utilize that research time. Normally this effort would be evident by success in research, publication of that research and grant application and report of research studies at local, state, regional, and national research conferences.

Computer facilities seem adequate in eight of the nine programs. All programs should strive to provide a computer in the office of each faculty member.

There is a high percentage of doctorally prepared faculty in most schools, and in the majority of the programs there is strong nursing administration and leadership for the programs. The programs have ethnic diversity of faculty and students.

In those schools where masters programs and the one doctoral program are present, admission and progression of students is the same as that found in other colleges and schools within the university.

The program with the largest amount of endowed funds is the University of Florida. Four of the nine programs in the SUS have an Eminent Scholars program, these are UF, FAU, UCF and USF.

Faculty members teaching in the doctoral program at the University of Florida hold doctoral degrees. The faculty members at the University of Florida, University of South Florida, and Florida State University have especially strong academic credentials. In schools where there are graduate programs, research is expected and time is provided for faculty members to engage in research.

With regard to the curriculum, all programs have flexible RN-Baccalaureate completion programs for students. However, a lack of flexibility of course offerings and the time at which courses are offered does create problems for potential students

in some of the SUS programs. This has been discussed in another part of this report.

All undergraduate nursing programs in the SUS, with the exception of the RN to BSN program at UWF, are limited access, and should remain so in light of current resources. Programs could accept more qualified students only if funds were available for additional faculty, adequate office space, and dedicated classroom space.

In summary, nursing education in Florida is progressing toward accomplishing the production of competent, employable registered nurses. The program review indicates there is a need for increased resources in order for nursing programs to meet the demands of the State.

PERSPECTIVES AND RECOMMENDATIONS

The review of the nine State University System Nursing programs is reported in this section as perspectives and recommendations. The perspectives reflect concerns which were the result of observations, reading of submitted materials, and the interviewing of several persons in each of the locations visited. All consultants agree in their reports that these nursing programs are making a significant impact on the delivery of health care in Florida. The quality of education delivered in these programs is probably equal to and in many instances better than some programs seen nationwide. The nine University Consultants and the Lead Consultant examined and evaluated the nursing education system in Florida. This section provides the systemwide concerns and recommendations of the University and Lead consultants. Additional comments specific to each program are made in the University-specific sections of this report.

PERSPECTIVES

1. Students who graduate with AS degrees may have from 80-100 semester credit hours before enrolling in RN completion program.

2. University articulation coordinators need to be more visible when visiting the community colleges. We are told by

the graduates of community college programs that sometimes students don't know the coordinators have been to the community college until they are gone.

3. There is a need for additional master's degree programs in the SUS to serve the growing health care needs in the state. The readiness of various universities to mount such programs is discussed in the separate University reports.

4. The programs with lower than average passing rates on the NCLEX-RN examination need to examine their admission and progression requirements. They should also provide tutorial assistance for students who are academically disadvantaged.

5. Many students transferring from community college programs enroll with a 2.5 grade point average but this means little because many of the failing grades for courses taken at the community college have been forgiven before the grade point average is figured.

6. There is little evidence that nursing program administrators are actively seeking private funds for enrichment of their programs.

7. The need for additional clerical staff is obvious in many of the programs.

8. Salaries at many of the SUS programs are far too low to compete nationally for qualified faculty (specifically at UWF, USF, and FAMU).

9. Few travel funds are available to faculty in the SUS programs. These funds are needed to allow faculty members to

attend national meetings for the purpose of bringing back information, for sharing completed research with colleagues in national meetings, and for recruiting faculty.

10. More senior level faculty and faculty with research experience are needed at some of the SUS programs (specifically UWF and FAMU; these two programs also need more space and funds for their research efforts).

11. Although a Florida Statute has assured that faculty members will supervise no more than 12 students in a clinical area, 12 generic students in an acute care setting cannot be safely supervised by even the most expert clinical teacher.

12. The requirement in graduate nursing programs for one year of clinical experience before entering graduate school may no longer be an appropriate expectation. One does not find a similar requirement in other practice disciplines.

13. Many of the SUS programs result in more than 130 credit hours for graduation. (UCF requires 131-139; FAMU, 142-143; FAU 135; UNF, 134-136; USF, RN's have 144-160; UWF, RN's have 140-160.) The faculty members in these programs should look upon the baccalaureate curriculum as a first degree in nursing, not as a terminal degree in which all content related to the art and science of nursing must be taught. Hours for graduation should be similar to credit hour requirements in other disciplines (120 semester credit hours). There are in some instances too many general education courses required, and in some, too many nursing courses required. The

percent of nursing course credit should be no more than 40-50% of the total hours for the baccalaureate degree (lower and upper). Fifty percent is a maximum (concern is especially at UNF and UCF where many courses have been added over the years and few have been deleted). At least the hours for graduation should be more similar to that which is the median number of semester credit hours required for graduation from baccalaureate nursing programs at the national level (120-130 semester credit hours).

RECOMMENDATIONS

The following systemwide recommendations emerged from the program review.

Programs

1. Existing undergraduate programs and graduate programs should be encouraged to admit larger numbers of students, considering the shortage of nurses in the health care setting and the shortage of qualified teachers for college programs. This should be done only if it is possible, through the allocation of additional resources, to accomplish the increase without diluting the quality of the program.

2. Programs with excessive numbers of semester credit hours for nursing or general education courses should re-examine their course requirements. The national average for

nursing courses is 40-50% of the total of 120-130 average semester credit hours for the Bachelor of Science in Nursing.

3. In some way the Division of Community Colleges should use their influence with Community College administrators to encourage the reduction of hours required for the associate degree in nursing in Community Colleges. A reduction in these hours would enhance the articulation with the baccalaureate programs.

4. Some form of repayment to agencies when staff serve as preceptors without pay should be considered. This can be done in the form of "credit" for continuing education program offered by nursing, providing service of faculty members on agency committees, or providing an in-service program for the agency. Other alternatives include providing preceptors with access to library or other services offered by the university to regularly appointed faculty members.

5. All schools with existing graduate programs should have a person designated as a Director of Research. When feasible, space and equipment should be allocated for research. In those schools where graduate programs are a goal, a faculty member who is an experienced researcher should be designated and assigned time as a director of research.

6. Areas of critical need for preparation of nurses at the graduate level nationally are identified as the functional role of nursing administration and the clinical focus of gerontology. The graduate programs which do not offer these

tracks should assess the need for them in the local area. Programs planning graduate degrees should consider this needs assessment a priority.

7. At least one school, the best established school with the best prepared faculty, should have the master's as first degree in nursing for persons with the baccalaureate in another discipline (FAU offers the RN to Masters).

8. Those programs thinking about and planning for new graduate programs at the master's level (FIU, UNF, FAMU, UCF) and the doctoral level (USF, FSU, FAU) should be encouraged to continue to strengthen their faculty by adding senior level, research oriented faculty, and encourage junior faculty to apply for research grants.

9. A general baccalaureate nursing program should be established at UWF.

10. The SUS programs identified organizationally as divisions or departments of nursing should be considered for school or college status, provided no additional costs and additional administrative infrastructure are needed.

11. All nursing programs in the SUS, except for the RN to BSN program at UWF, are limited access and should remain so in light of the resources available to the programs.

12. Enrichment of already established STTI Chapters should be encouraged, as well as the establishment or further development of honor societies for students, faculty and community members where there are no STTI chapters.

13. Off-campus programs should have facilities, office space, library, and classrooms equal to the parent institutions. Faculty qualifications also should be equal to those in the parent institution.

Students

1. Programs need more scholarships for all students in nursing.

2. There needs to be greater recruiting efforts for qualified minority students.

3. More tutorial assistance for academically disadvantaged students is needed. (This is particularly needed at FAU and FIU.)

4. The "10% waiver of admission" is allowed by the State University System to allow admission of academically disadvantaged students. This should not be considered as a requirement; it is an option for programs to use.

Faculty

1. Academic advising should be under the direction of a staff person who has familiarity with the nursing program and with the nursing curriculum.

2. Salaries need to be increased so as to recruit faculty members from out of state with competitive salaries.

3. Schools should recruit faculty with diverse backgrounds from several universities with priority given to candidates with doctorates in nursing.

4. Recruitment of faculty at senior level with research and grant writing experience should be encouraged.

5. In those programs that utilize several part-time and/or adjunct faculty, efforts should be made to move toward appointment of qualified full-time faculty.

6. Faculty and administration in each program should consider a limit on the percent of faculty who may be enrolled for advanced study while employed either full or part-time.

7. Faculty members who are Fellows of the American Academy of Nursing should seek out and sponsor for membership other faculty members who meet the criteria.

THE UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

(BSN, MSN, MN, and Ph.D. Programs)

I. PROGRAM

A. Currency of Content. A review of course content in the Self-Study Report, and discussion with faculty and students indicate that the program is up-to-date and responsive to rapid changes occurring in the health care delivery system. There are four degrees offered in the College of Nursing: BSN, MSN, MN, and Ph.D. At the bachelor's level, there is a focus on preparation of generalists in nursing. In the master's curricula there are two approaches to development of specialists. The Master of Nursing degree is to prepare clinical nurse specialists and practitioners in 12 specialty areas. The number of specialty areas may appear to be large, but students and faculty support the availability of these because of the demand for services in the areas. For example, faculty and students on the Jacksonville campus provided statistics showing that there were 12,000 client visits to the midwife clinic. A review of the specialty areas showed a response to current changing health focus needs; a systematic evaluation is appropriate and in place. Curricular evaluation is detailed and provides ongoing information concerning the need or changing need for each specialty area.

The Master of Science in Nursing degree also provides for specialization. The difference between this degree and the MN degree is the thesis requirement in the MSN. This requirement facilitates the student's/graduate's continued study and research at the doctoral level.

The PhD in Nursing Science includes 60 hours of study. One of its strengths is the theory and research component which facilitates preparation of the graduates to conduct nursing research and develop nursing theory in patient care, administration, and teaching. In addition, the professional practice and minor components provide perspectives that enhance the development of nursing science through scholarly pursuits in a practice setting that includes an interdisciplinary approach.

The curricula for all four degrees reflect the National League for Nursing position statements on preparation within each of the levels: baccalaureate, masters, and doctoral. Current statistics from the American Nurses' Association show that Florida is one of the Southeast states with an acute shortage of nurses. The shortage supports the continued recruitment of students and the growth and development of the programs at all levels.

B. Integration With Other Programs and Within Programs. The College of Nursing is an integral part of the Health Science Center and the Graduate School of the University of Florida. The liberal arts core curriculum of the University is

an essential component of the foundation on which the baccalaureate program in nursing is built. The College of Nursing not only requires the basic liberal arts core, but also strengthens the basic foundations in nursing through additional general education/liberal arts courses. This provides a necessary knowledge base on which to build professional courses in nursing. At the graduate level, courses within a minor ranging from a health-related field such as Physiology to a liberal arts field such as Anthropology are used advantageously to assist students in an area of interest. Curricular offerings are strengthened through integration of minor/elective courses in all of the degree programs.

The curriculum for the baccalaureate program is organized logically and is internally consistent. The graduate curricula have an organizing framework and provide for appropriate sequencing of courses. There is core content, specialization, role development, research, and electives. These programs are consistent with the mission of the University, and are congruent with graduate curricula in nursing in the United States.

C. Community College Articulation. The RN students are predominately from Associate Degree programs in nursing. Students who are Associate Degree graduates working toward a BSN degree voiced support for the flexibility within the program to meet their needs. A review of the admission criteria and procedure shows appropriate consideration of needs

of students with prior learning experiences. The means of establishing transfer credit in nursing and the amount of credit allowed is typical of that found in schools of nursing in other States. There was strong support from students in the group meeting concerning learning opportunities afforded them.

D. New Program Development. The University of Florida, Gainesville should be encouraged to continue development of the current programs. Administration, faculty, and students are supportive of the development of the master's programs offered on the Orlando and Jacksonville campuses. The curricular offering on these campuses is of the same high quality as on the Gainesville campus. These programs should continue until the universities in those areas are capable of offering the programs instead.

E. Other Systemwide or National Issues. National issues such as the nursing shortage, demographic changes in population, and the serious communicable diseases influence the curricular/program of offerings. The University of Florida, Gainesville, College of Nursing should be encouraged to prepare more teachers from the graduate programs in order to help meet faculty needs for baccalaureate and master's programs in the State.

F. Achievement of Goals/Resources. The College of Nursing maximizes its resources in effecting excellence; however, it is impeded in its efforts by an obvious shortage of space to accommodate classroom and laboratory needs, as well as

faculty needs. There appears to be a need for university administrative support to move forward in securing more space for the College of Nursing.

II. FACULTY

Faculty are well qualified, and prepared in their areas of teaching. More than 50% are prepared at the doctoral level.

A. Teaching. All of the courses in the baccalaureate program are taught by regular faculty. The graduate courses are taught by faculty who are experts in their respective areas and who meet the criteria for master's or doctoral teaching assignment. Several faculty are fellows in the American Academy of Nursing.

Faculty post an appropriate number of office hours. Students commented favorably on the availability/accessibility of faculty. This is a valuable means to provide academic advising, and it seems to be used effectively by faculty.

The College of Nursing is an integral component of a research university. The faculty teaching workload is demanding, but the faculty indicated that team teaching helps to reduce the load by not having to teach a class every day. There are some impediments to good teaching: needed space for a classroom, and more office space to facilitate student advising and class preparation. (Faculty now have to schedule their office hours at a time when their office-mate is in class

or in a clinical practicum). A tour of the College of Nursing verified the crowded condition in faculty offices.

B. Research. Faculty are engaged in research activities and have been successful in gaining external funding. Graduate students commented on the strength of being able to participate in faculty research activities. In addition, they commented on faculty collaboration with other University faculty in research.

C. Service. There is a strong commitment to service, including faculty participation in clinics within the community. One example noted by the consultant was service in outreach clinics such as ACORN. Nursing faculty serve on University committees and committees within the Health Science Center including Shands Hospital. An example of service is the research course for staff taught by a Nursing faculty member. This was identified as being an outstanding contribution and opportunity for staff development in the Health Science Center.

D. EEO. In meeting with faculty, a diversity of cultures was noted.

III. STUDENTS

A. Demand and Admissions. There is a good pool for baccalaureate students and admission standards are high. As an example, statistics provided by the Dean's office indicated that there are 233 applicants for the next class to be admitted, and 155 of those applicants with a minimum GPA of 2.8

were selected for admission. The admission standards for the baccalaureate nursing program exceed those of the University. According to the Self-Study Report (V-I, p. 1), the standards are among the highest in the nation. The Health Science Center has a research focus, and a need to recruit intelligent students to learn in this complex learning environment is evident. As a limited access program, enrollment is 130 students per year. The admission standards for graduate students are also high and within the standards of the University graduate school. Careful selection of students at all levels is evident in the success of the graduates; i.e., state board exams, ease in getting employment in a variety of health agencies, assumption of leadership roles in schools of nursing, progression to doctoral study, and strong research activity.

B. Retention. The standards for admission enhance the retention of students at all levels of study. The flexibility for part-time study also helps in keeping the attrition rate low.

C. Feedback From Graduates and Students. The evaluation plan includes a survey of graduates. The graduates of the program who were interviewed were supportive of the program and stated that they were "proud to be graduates of the College of Nursing, and like the quality of students being admitted." They identified the need for more student financial support,

but also stated that the school is energetic in seeking outside support for graduate students.

In a group meeting with students the following information was shared with consultants:

1. Students consider faculty to be very flexible in relation to developing each student's program of study within the context/framework of the College of Nursing.
2. Students who are working part-time are able to schedule classes around their work.
3. Generic students consider that they are integrated very well within the University student population. Examples of involvement identified included participation/membership in sororities, band, student government, social activities, and athletics.
4. When asked about the quality of the statistics courses in nursing, graduate students stated that they had taken statistics courses in the College of Nursing and in other departments. They indicated that the courses are comparable, and that the courses complemented each other. They were pleased with courses in both areas.
5. Students were very complimentary of the College of Nursing, curriculum, clinical resources, and particularly the quality of the faculty. All

students interviewed stated that they would recruit other students into this program.

6. Graduate students spoke very favorably of the research being conducted by the faculty, their willingness to have students work with them in research projects, and the respect with which the faculty are held on campus through their collaborative research.

D. EEO. The consultant noted ethnic diversity among students. There were caucasian, black, and hispanic students in group meetings (2) with the consultant. There is a strong commitment of the College of Nursing toward recruitment of minority students. This is verified in discussions with students and faculty.

E. Degree Productivity. The number of graduates from the baccalaureate program showed a slight decrease in 1989-1990. The number of graduates from the master's program showed an increase in 1989-1990; there were 50 graduates at this level. The number of graduates at the doctoral level has increased each year; there were six graduates in 1989-1990. The doctoral program graduated its first student in 1987-88. There are several students now working on dissertations, and faculty stated that they are making good progress toward completion.

IV. FACILITIES AND RESOURCES

A. Library. There is strong support from the librarians for the College of Nursing in working to meet student and faculty needs. Librarians stated that there is very heavy use of the library by nursing students and faculty, with 55% of the reserves being for nursing. There is a planned orientation for new baccalaureate students, and the graduate students have several classes on the use of the library. There is a need for financial support of the library and library collection, and there is concern related to financial constraints.

Commuting students may rent lockers in the library, but there are not enough lockers available to meet the need.

The branch library at the medical center in Jacksonville is moving into new facilities that will provide much more space. The librarian works closely with the nursing faculty to identify needs. Students on the Jacksonville campus stated that there is a need to get faster library services between campuses. Computer services and interlibrary loan services are available.

B. Laboratories. There is a need to increase the space available for skill laboratories. This is essential for continued growth and development of the baccalaureate program and is an imperative need. One laboratory room that was designated as a multidisciplinary lab had a sign on the door: "Sophomore Medical Students" indicating a restriction of usage that excluded nursing students.

The clinical learning laboratories (community agencies) are outstanding. The variety of options available in planning learning activities for students preparing to be generalists (baccalaureate), specialists/practitioners (master's), or researchers (doctoral) facilitates the implementation of a well-planned, relevant, and up-to-date curriculum.

C. Electronic Data Processing. The research resources available to the University are available to the College of Nursing. There is a computer lab and instruction to assist students and faculty.

D. Equipment. Equipment is a problem because there is very limited space to store equipment. Constantly changing health care delivery affects the type of basic and high tech equipment needed.

E. Support Personnel/Staffing Levels. The room designated as the secretarial room is very crowded and the faculty secretarial support staff is located there. Increasing numbers of graduate students indicate a need for more support staff.

F. Space. Additional space is a need that is very obvious and essential. It was unbelievable to the consultant that the College of Nursing has a space allocation of 9,529 square feet. The following conditions in the College illustrate the problem:

1. A minority faculty member has a research grant, but no space for her research assistant to work.

2. Faculty have to arrange office hours at times when the person sharing the office is either teaching a class or in clinical practicum in order to have any privacy when evaluating and counseling students.
3. There is no student lounge, and many of the students are commuter students.
4. There is no space for post-doctoral students to work.
5. There is only one small conference room for the College of Nursing.
6. There is no seminar room or various size classrooms in the College of Nursing.
7. One faculty member was advised to move some of her files (containing data from research) to her home because her office is too small to accommodate all the files.
8. One faculty member, who is a preeminent nurse researcher, stated that she is unable to take post-doctoral students because there is no space available for a student.
9. In the group meeting, faculty identified several faculty who were recruited to come to the program at the University of Florida, but did not come because they were unwilling to work in an environment where the space shortage was so severe.

10. In the group meeting faculty told of instances in which two-hour classes had to be held in two locations (one hour in one location and the second hour in another location).
11. One faculty member reported that she had received approval to use a classroom for a guest lecturer, and was asked to move the class at the last moment to accommodate a medical school class.

V. PROGRAM STRENGTHS, NEEDS AND RECOMMENDATIONS

A. Strengths

1. Excellent leadership from the Dean in the College of Nursing. She is recognized as a pre-eminent scholar and leader in nursing.
2. Excellent faculty who are well qualified in their selected areas of specializations.
3. Very strong support from staff in the clinical agencies.
4. High admission standards for students at all levels.
5. Outstanding clinical resources and agency staff members who are supportive of nursing research.
6. Graduates who are sought by a variety of agencies.
7. Well-developed curricula and plan of evaluation.

8. Recognition of the College of Nursing as a leader in nursing education and nursing research. A recent study ranked the program in the top 35 programs in the nation.

B. Needs and Recommendations:

1. The College of Nursing has the potential to enhance the image of the Health Science Center, if allowed to develop to its full potential.

2. An expansion of space for faculty offices, classrooms which are designated as priority for teaching nursing courses, and space which may be used for nursing faculty members to conduct research, must be given the highest priority by the University administration. The lack of space for conducting a program in the College is a serious problem. This space should include: office space for faculty, classrooms, skills laboratory space, lounge for students, and research space for faculty.

3. Enrollment in graduate programs (master's and doctoral) at the University of Florida should be increased. This increase will require additional space and senior faculty; however, it will be more cost effective than starting a new program.

4. Standards for selection of students are appropriate and should be continued.

5. Resources for graduate students should be enhanced.
6. The high quality baccalaureate program should be maintained to articulate with graduate education.
7. Greater flexibility and frequency of off-campus course offerings should be provided so that students in outreach programs do not require an inordinate length of time to graduate because required courses are not offered each semester.
8. The University of Florida should make a written commitment to withdraw their outreach program when the University of Central Florida can assume the responsibility for teaching in each focus or concentration needed in the Orlando area.
9. The undergraduate program should remain limited access.

FLORIDA STATE UNIVERSITY

SCHOOL OF NURSING

(BSN and MSN Programs)

I. PROGRAM

Florida State University has a BSN and MSN program in place. Long range plans envisioned by the School include the addition of a Ph.D. in Nursing program. In addition, the faculty operate an off-campus RN to BSN program at Panama City.

At the present time there are 21 filled full time faculty positions though the school has 25 faculty lines. In addition there are three and one-half part time faculty on OPS funds.

The baccalaureate program admits both native and transfer students. Native students can complete the BSN program in 4 years plus one summer session. There are articulation programs with the community colleges in the geographic area and articulation plans have been presented to many community colleges throughout the State. Students completing the AA programs can complete the BSN program in two years and one summer session. Graduates of the AS program require 23 additional liberal arts credits to meet the AA requirements. Students who have completed both the AA/AS programs can complete the BSN program in one year as they are given 30 nursing credits following successful completion of the NLN Examination. The faculty have developed an appropriate curriculum sequence for these students as well as the native

students. At the present time the faculty are evaluating the program through a content mapping project and will modify the programs in ways indicated by the outcomes of this project. The BSN program requires 122 credits for graduation.

The MSN program has a very solid curriculum. There seems to be no controversies or complaints about the content. Faculty state any changes made would purely be refinements in the current programs. Students may select between family nursing or community nursing and one of the role areas which include teaching, administration, and clinical specialist/nurse practitioner. To date there have been 15 graduates from this program and most have remained in the local area. They are perceived by the faculty and clinical agencies as making significant contributions in health care and the education of students.

The programs have been carefully designed, are state-of-the-art, and appropriately evaluated and revised. The faculty members at Florida State University are not prepared to start a doctoral program at this time. They should continue to work toward their goal by increasing their scholarly productivity, addition of senior level faculty, and addition of essential library accessions.

The Panama City program has been in operation three to four years and serves an important need in the area, especially for the many military personnel there. The program is the RN to BSN program although three graduate level courses are

offered also. The program is the same as the one at FSU and the same faculty teach in both locations.

II. FACULTY

The FSU faculty have very good relationships with the community. They are heavily involved in "Partners In Excellence," a program they offer in the public schools, "Career Shadowing," "Teen Age Parent Program," as well as science fairs and a broad variety of other community services. Community representatives speak highly of the programs and involvement of faculty and students.

The faculty and students are also very involved in the University and its many programs and committees. Seven of the courses offered by the School of Nursing are open to all University students and have students from other disciplines enrolled in them. Faculty are actively involved in committees of the University, some provide leadership on these committees.

The faculty are well prepared both academically and experientially for their teaching roles. Ten of the faculty have graduate status within the University. Faculty work loads appear appropriate with time for research and service in addition to teaching. Research is underway and faculty have been quite successful at competing for University research funds. There are currently no externally funded research projects. There are external program development funds,

however, which have supported the development of the MSN and nurse practitioner programs.

A total of 92 sections are offered in the School of Nursing. Of the 27 sections taught by part-time faculty 9 are taught by experienced faculty who chose to become part-time rather than full-time. Of the remaining sections taught by part-time faculty many are laboratory courses and this allows for smaller clinical groups and closer supervision of students. The one overload section is at the request of the faculty member herself.

All in all, the program and personnel of the School of Nursing at Florida State University seem to be of very good quality. The personnel have been very carefully selected and ongoing development opportunities are provided.

The School of Nursing does not have an Eminent Scholar position. The Dean spoke of plans to begin the fund raising process and believes they will have University support to seek monies from private sources. FSU will soon announce a capital campaign.

The School of Nursing does limit access to its programs. The rationale for limiting access relates to the lack of resources to employ the necessary additional faculty to teach more students. Space in the School of Nursing building, though adequate now, would be a problem should enrollment increase significantly. Clinical facilities are adequate to accommodate more students.

III. STUDENTS

The enrollment in the School includes approximately 250 undergraduate students, 50 graduate students, and 17 RN students in Panama City. Most of the students are part-time and many work part or full-time in addition to having major family responsibilities. Admissions at the undergraduate level are restricted to 72 per term with admission occurring twice a year. The program actively recruits minority students.

IV. FACILITIES AND RESOURCES

The clinical agencies in the area are very adequate and more students could be accommodated. The educational level of nursing administrators in the major clinical facilities is very good with many having an MSN or being enrolled in the MSN program. The resources, space, learning resources and hardware are adequate at the present time. There is good joint planning by the four schools of nursing utilizing these agencies.

V. PROGRAM STRENGTHS, NEEDS, AND RECOMMENDATIONS

In summary, the following are the perceived strengths and areas needing improvement at FSU, School of Nursing:

Strengths:

1. The Dean is well qualified and effective in her role.
2. The faculty are qualified for their positions and are committed to the programs, the School, and the University.

3. The students in general are positive about their experiences and their programs.
4. The community is very proud and supportive of the School of Nursing.
5. The clinical facilities are more than adequate and students and faculty are welcomed in them.
6. The faculty and administration are involved in health related community projects that make contributions to the well-being of the area.
7. The faculty teaching the support courses are very cooperative and speak very highly of the quality of nursing students.
8. Significant external monies have been obtained by the School of Nursing to support the MSN and nurse practitioner programs. External funds have also been obtained for student scholarships.
9. Some faculty have beginning research projects underway and have obtained internal funding for projects.
10. A research consultant has been made available to assist faculty with research development.
11. The School of Nursing has an extremely well equipped computer laboratory, learning resources center, and procedure laboratory.
12. The University has provided fellowship money for the School as well as T.A.s and R.A.s.

13. An RN to BSN program is in place in Panama City and is of the same quality as the programs at FSU.
14. The BSN and MSN programs are well designed and seemingly well implemented. The programs are reasonable in length.
15. The School of Nursing facility is adequate for the present time. However, if the student enrollment were to increase significantly, additional space would be required.

Needs Improvement:

1. The School of Nursing has no private monies to fund Eminent Scholar/s.
2. There are no external research monies in the School of Nursing.
3. The programs in the School remain limited access because of the restriction of faculty lines, space and resources.
4. The inflexibility which exists in relation to the use of faculty lines including no part-time faculty benefits.
5. Many students are part-time and most work full or part-time. There is a lack of financial assistance for these part-time students.
6. Faculty research remains at the beginning level. More depth is needed.

7. There is a need for more faculty with graduate status so as to relieve the heavy load on faculty supervising theses.
8. The 1:12 ratio of faculty to student is a very real problem in clinical areas requiring much more intensive supervision.
9. Some very desirable clinical experiences cannot be utilized because they would require additional faculty.

The School of Nursing at FSU is very like other schools of nursing in the region and country. Good programs, good faculty, and good students are in place; the resources, except for faculty/student ratio are adequate for the present. The programs are productive and are regularly evaluated and revised; and community service projects are creative and ongoing. The research program is in its early stages, though a Ph.D. in Nursing program is planned for the future. Based on these findings the following recommendations are offered:

Recommendations:

1. Review the faculty/student ratio and adjust it for areas requiring closer supervision. This would make possible the use of valuable critical care areas for student learning.
2. Review the inflexibility of use of faculty lines so that better use can be made of scarce faculty resources.

3. Encourage more in depth research so as to establish a knowledge and experience base upon which to build a Ph.D. in Nursing program.
4. Encourage faculty to seek external funding for their research.
5. Mount an intensive capital campaign in the School so as to obtain the support needed for research, Eminent Scholars, and scholarships.
6. Encourage the faculty to work toward a Ph.D. in Nursing program when the appropriate research base is in place.
7. Encourage the continuation, at some cost to the faculty, of the Panama City program, with expansion of it when appropriate.
8. Maintain the program's limited access status at the present time.
9. As soon as funds for new faculty positions are available, recruit senior level faculty with research expertise.

FLORIDA A & M UNIVERSITY

SCHOOL OF NURSING

(BSN Program)

I. PROGRAM

A. Currency of the Nursing Program Content and Goals. Established in 1936, the School of Nursing at Florida A & M University is the oldest baccalaureate nursing program in Florida. It currently offers the bachelor of science degree to qualified applicants seeking professional careers in the nursing discipline.

The School of Nursing's philosophy and mission are in concert with the mission and goals of the parent institution, Florida A&M University. Moreover, with the exception of the nursing metaparadigm espoused in the School of Nursing philosophy, the program appears to have kept pace with the changing needs and characteristics of the nursing discipline.

The nursing program further provides a foundation for continued professional development and graduate study in nursing. General education is foundational to the upper division nursing major and constitutes 50 percent of the total nursing curriculum. The foundation of the nursing program is based primarily on scientific disciplines and the humanities. This is quite appropriate and in line with national norms for nursing programs. A strong general education foundation is

almost universally accepted as the appropriate base for professional nursing education.

The program's behavioral objectives address preparation of generalist practitioners capable of providing professional nursing care which includes providing health promotion, maintenance, illness care, restoration, rehabilitation, health counseling, and education. The program objectives also promote synthesizing knowledge from nursing, scientific and humanistic disciplines; using the nursing process; evaluating research; and incorporating professional values as well as ethical, moral, and legal aspects of nursing into nursing practice.

Efforts to maintain the currency of the curriculum are ongoing through implementation of a systematic evaluation plan used by the nursing program, which includes input from faculty committees and a student follow-up study. Content that will be added to the curriculum in 1991 includes a course in computer literacy and an elective on Acquired Immuno-Deficiency Syndrome (AIDS).

The consultants suggest that an AIDS policy be developed for the School of Nursing since this is a prevalent health care issue that is being addressed by nursing programs across the nation.

B. Integration With Other Programs and Within Other Programs. The nursing program is an integral part of the University and is well integrated with selected other programs. For example, nursing faculty members teach a health assessment

course to pharmacy students, and nursing students take a pharmacy course team-taught by nursing and pharmacy faculty members. Additional interdisciplinary collaborative linkages have been established between faculty members of the nursing program, pharmacy, chemistry, microbiology, anatomy and physiology, nutrition, allied health, and sociology. Further, the School of Nursing frequently co-sponsors continuing education programs with the School of Allied Health Sciences. These relationships have been quite positive and have greatly enhanced the image of the School of Nursing on the University campus. Collaborative efforts have been carefully planned and integrated into the nursing faculty members' teaching schedules.

C. Comprehensive Examination. There is concern that the faculty members need greater sensitivity regarding the policy about failure of students in the comprehensive exams in the last semester of the senior year at FAMU. Some of the students with whom we spoke felt that this was a disadvantage to them because they spend so much time on the course in which their knowledge is tested by the comprehensive examination that they have little time for other courses during their senior year.

D. Community College Articulation. An articulation program established by the State of Florida exists between community colleges and universities. The School of Nursing adheres to the articulation agreement established by the State. Eighteen percent of enrolled students entered the nursing

program from the community college system. According to the School dean and faculty members, these students are adequately prepared and are able to progress at a normal pace in the nursing program.

Further, the dean of the School of Nursing has established excellent informal relationships with chairpersons of the various community college nursing programs from which she recruits. Moreover, the School participates in the University's presidential scholars program that is used to attract both high school and community college students to the campus. The School of Nursing's recruiter also participates in selected recruitment activities with the University's community college articulation officer.

E. New Program Developments. The School of Nursing has implemented a pilot program for licensed practical nurses (LPNs) who wish to study for the baccalaureate. The new initiative offers a transition or nursing socialization course designed for registered nurses (Nursing 3936, The Transition Seminar) which contains content related to the nursing program's philosophy, conceptual framework, objectives, the nursing process and nursing technology.

Currently, the School of Nursing has a combined master of science degree in nursing and business included in its ten-year plan. The School of Business at Florida A&M University enjoys an outstanding national reputation. Thus, a combined graduate nursing program developed and implemented in collaboration with

this School should be an excellent one if additional appropriately credentialed nursing faculty members are appointed. The faculty and administration of the program are aware of the need to recruit additional doctorally-prepared nursing faculty members and to increase the productivity level of their research and other scholarly activities.

F. Goals of Nursing Program. The following are noteworthy elements in meeting the goals of the program.

1. Congruence of Nursing Program's Goals with those of the Discipline and the State

The goals of Florida A&M University's nursing program have kept pace with the changing needs of undergraduate education in the State of Florida. The nursing program has maintained small student/teacher ratios (6:1) to ensure the provision of high quality instruction to students enrolled in the School of Nursing. Further, an extensive, personalized, and organized advisement system has been implemented which requires students to confer with advisors on a weekly basis. A counselor has been employed on a full-time basis to meet the personal and academic counseling needs of enrolled students. The nursing program's library holdings have been enhanced to accommodate the teaching-learning needs of the nursing students as advocated by the SUS goals.

The nursing faculty and administration acquired external funding to support some programmatic activities deemed essential to providing a high quality nursing program. This

funding allowed them to participate in a research and training grant related to child abuse. This grant also provided excellent research experiences for faculty members and outstanding learning experiences for students.

Graduates of the program perform well as practitioners, and score well above the national average on the national licensing examination. They are well-respected by the surrounding health care community. To their credit, the School's administration and faculty have worked arduously to improve library services and materials for student knowledge acquisition. Certainly, with enrollment expansion of the existing nursing program, the educational needs of this rapidly growing state are being addressed.

The nursing program is also an equal opportunity, affirmative action entity. It has a diverse and multi-cultural student and faculty population.

2. Clinical Experiences

A nursing program committee established by various Schools of Nursing provides a forum for nursing faculty members from local nursing programs and representatives of various clinical facilities to meet, negotiate and plan for particular clinical learning experiences. As a result, faculty members and students are able to acquire needed clinical learning experiences in Tallahassee in most instances. Currently, 40 miles is the farthest distance that School of Nursing students

have to travel to acquire required clinical learning experiences. In addition, staff at local clinical facilities are quite supportive and assist faculty with providing needed clinical experiences for students. An excellent collaborative relationship appears to exist between the University nursing faculty and agency personnel. Clinical experiences provided are judged as excellent.

A preceptorship program has been structured for graduating seniors. The program involves assigning graduating senior nursing students to bachelor's or master's-prepared registered nurses in various clinical settings. These individuals provide strong role models for students and enable them to practice nursing more realistically and independently prior to graduation. Students related that this learning experience also engendered additional self-confidence in their ability to perform safely and competently after graduation. This teaching-learning strategy has created many positive collaborative relationships with area health care personnel who actively recruit graduates of this nursing program.

3. Availability of Mathematics and Science Courses to Nursing Students

Currently nursing students have no difficulty availing themselves of required mathematics and science courses at Florida A&M University. These courses also can be accessed and transferred from community colleges and other universities.

4. Nursing Program's Credit Requirements for Graduation

Currently, the nursing program requires a minimum of 142 to 143 credits for graduation. This number exceeds the 120 to 130 credits required by other constituents of the University or SUS. This excessive number of course credits usually does not prevent students from graduating within the required four years and one summer session. However, some students require four years and one additional semester for graduation. The dean and faculty of the nursing program indicate that 142 to 143 credits are required because of University general education requirements. They further indicated that the number of required credits is excessive because they use a ratio of two clock hours of clinical laboratory to one semester hour of didactic credit to provide students with requisite contact hours in the clinical setting. It appears reasonable that the faculty and administration should explore raising the ratio to three or four clock hours of clinical to one semester hour of didactic. This would allow them to provide the same amount of clinical laboratory experiences while reducing the excessive number of didactic course credits.

5. Eminent Scholars Program

Currently the School of Nursing does not have an Eminent Scholars Program. The faculty tried to establish such a program but were unable to raise the required amount of funds.

6. Collaborative Linkage Initiatives between the Nursing Program and Public Elementary and Secondary School

The School of Nursing has initiated an informal collaborative agreement with the local public high schools. Faculty members and students have subsequently become involved with providing immunizations and health screening services in these facilities. Other faculty members provide lectures on nutrition, teenage pregnancy, child abuse and AIDS. Faculty community services also have benefitted the nursing program's efforts to forge public-private partnerships.

II. FACULTY

A. Teaching. Currently, the School of Nursing has 12 full-time faculty members. One part-time faculty member was recently employed to replace a faculty member who is on leave pursuing doctoral studies. Currently, no adjunct faculty members, grad-uate assistants or teaching overloads are being used by the School of Nursing. Employment of one part-time faculty member appears to be appropriate and should not negatively impact program quality. Two faculty members have doctoral preparation and the others have master's degrees in nursing. Although three faculty members are on leave pursuing doctoral studies, there is a need for additional doctorally-prepared faculty especially if a graduate program is to be implemented. Attracting doctorally-prepared faculty members may be problematic as salaries are below those published by the

American Association of Colleges of Nursing. If program expansion is approved, additional funds should be appropriated for salaries in an effort to attract individuals with requisite educational qualifications plus the teaching and research competencies required for program expansion.

The consultant validated that the average teacher/student ratio ranges between 1:6 to 1:9. This is a low ratio and is below the national norm which is considered to be 1:10. Although the teacher/student ratio is low, contact hours are quite high. However, considering the unique populace of individuals who have historically enrolled in this University--African-Americans, foreign students, other minorities and persons from multi-cultural backgrounds--the high student contact hours become more understandable.

Historically, in many instances, these students enter the University from deprived and disadvantaged backgrounds and require additional enrichment strategies to promote their retention, progression and graduation. Thus, in an effort to meet these needs, the School of Nursing faculty has implemented many teaching-learning strategies, both in and out of the classroom to ensure their success. Faculty members also provide individual feedback to students about their performance on examinations other than the comprehensive examination.

Faculty members meet with students individually on a weekly basis to assess their progress in class. In addition, faculty members have implemented a comprehensive examination as

part of the synthesis course that is taken during the last semester of the senior year. This course, inclusive of a comprehensive examination, enhances the quality of the nursing program graduates and responds to society's and other major nursing organization's mandate for outcome evaluation. Implementation of this teaching-learning strategy places this School of Nursing ahead of many others in the country who are continuing to struggle with measurement of student outcomes. This examination has been given over a period of nine years and its level of reliability is .89 which is quite good for any teacher-made examination. The School reports that in the last five years only two students have been permanently dismissed from the program due to failure of the comprehensive examination. During the review, there was some concern expressed by students on the amount of time spent in the final semester in preparation for the examination and not knowing whether one will graduate until a few days before graduation when the examination results are known. Some students have also expressed concerns to the Board of Regents in the past several years regarding the examination and the lack of individual feedback for those who fail the examination.

Prior to implementation of the weekly meetings with students and the comprehensive examination, students graduating from the nursing program performed poorly on the licensing examination and the program was placed on warning. The result of the additional attention to student learning needs has led

to graduation of more minority students than any other nursing program in the State and excellent performance on the national licensing examination. In many states, students enrolled in historically Black schools of nursing have performed poorly on this examination in contrast to the successful performance of students graduating from Florida A&M University's School of Nursing. This School of Nursing should be applauded for its commitment and dedication to minority students. The faculty should be supported and encouraged to continue those measures that enable students to exit the program with the requisite knowledge and skills to pass the licensing examination on the first attempt.

As the faculty and administration of the nursing program continue to pursue their plans for a graduate nursing program, they will need to take into consideration that the undergraduate program must not suffer and the commitment that is currently evidenced must not be decreased.

B. Research. The productivity level for research and other scholarly activities of the faculty is limited. However, external funding has been received during the past two years for a research and demonstration project related to child abuse. External funds have also been received for presentation of a conference on the Black Male. Moreover, several articles have been submitted by two faculty members and another is currently in press. Faculty members keep abreast of current changes in the nursing discipline by attending workshops and

conferences related to a variety of subjects. In some instances, faculty members have presented papers at national and international conferences. Faculty members serve as consultants to other nursing programs and organizations. In addition, consultation has been provided to the faculty on initial steps needed to develop a research agenda and methods of executing it. The research facility that will be constructed on the University campus has five research laboratories dedicated to the nursing program. Participation in an environment that fosters the research process may provide the impetus for increasing the research productivity of School of Nursing faculty members.

C. Service. The School of Nursing faculty members are involved in many service-oriented activities. All are members of professional organizations and several hold key positions. Other service activities include, but are not limited to, lecturing about AIDS to many community organizations and educational systems, and conducting health screenings and immunizations. Faculty participation in service activities appear to be adequate.

D. EEO. Currently, the faculty of the School of Nursing includes 13 females, all but three of whom are either African or African-Americans. The exceptions are Caucasian. The Caucasian faculty members, as well as all others, expressed a sense of belonging and satisfaction with their employment at the University. From verbal responses of faculty members, the

consultant concludes that EEO considerations are good in the School of Nursing, for both faculty and students. Opportunities are equally available to all persons teaching in the School.

E. Salaries. Faculty salaries are not competitive with other nursing programs at the national level. This is an impediment to recruiting doctorally prepared faculty.

III. STUDENTS

A. Demand. Nationally and in the State of Florida, there is a shortage of nurses. Concomitantly, there is a high demand for nursing students. The enrollment in the nursing program at Florida A&M University has remained rather stable over the years of declining student enrollment for other nursing programs. However, vigorous efforts are being made by the School to attract more students to the program. Specifically, a full-time recruiter has been employed with an increase in the number of students enrolled in the lower division during the 1990 academic year. Before more students can be enrolled, they must have additional faculty members.

The Nursing program received authorization from the BOR in 1991 to be a limited access program. Students admitted to the nursing program must have a 2.5 average on a 4.0 grading scale.

B. Retention. The faculty of the School of Nursing uses a variety of teaching-learning strategies to enhance student retention. Several strategies used include mentoring programs,

test-taking workshops, tutoring sessions, study guides and individual and group counseling. The retention rate in the upper division is almost 100%, although the attrition rate in the lower division is quite high. Measures are being planned to reduce the high attrition rate in the lower division.

C. Feedback from Graduates. Feedback from graduates is gratifying and positive. Students expressed their appreciation of faculty members for preparing them well for the challenges of the nursing discipline. They also expressed their support of the comprehensive examination and the senior level preceptorship. They were supportive of the low teacher/student ratio and the commitment of the faculty. Many of the graduates have successfully assumed leadership positions as professional nurses in the local areas. Many also pursue graduate studies.

Students indicated that the amount of financial support provided by the University was inadequate. They stated that, in many instances, they were forced to work. Some stated that they had full-time jobs, although most had part-time positions.

D. EEO. The majority of the students enrolled in the program are African-American females with a small number of African-American males, Caucasian females and males. Currently, the University is actively recruiting majority students, although Florida A&M University is a historically Black institution of higher education which can boast that they have fourth generation students enrolled in many of their programs.

E. Degree Productivity. The number of graduates from the nursing program have been small over the past years. The number increased significantly in 1990, with 23 graduating. In May of 1991, 26 are expected to graduate from the baccalaureate nursing program.

IV. FACILITIES AND RESOURCES

Currently, the School of Nursing is housed in a new three-story building, Ware Raney Hall, which is shared with the School of Allied Health Sciences.

All faculty members have private offices and the Schools' computer laboratory is equipped with five computers. In addition, a large clinical simulation laboratory adequately equipped with modern hospital equipment and furniture is available.

The learning resource center for the School of Nursing is equipped with current nursing publications and augments the University library which has a very good collection of nursing textbooks, films, filmstrips and other teaching-learning materials. The learning resource center is equipped with a computer terminal that allows students to access the card catalog in the main campus library.

Classroom space is limited as classes from other disciplines are using those located in Ware Raney Hall. The facilities and resources are very good at present. However, as

the program expands, problems related to equipment, classroom, office and storage space shortages are likely to occur.

V. PROGRAM STRENGTHS, NEEDS, AND RECOMMENDATIONS

A. Strengths

1. Commitment and Dedication to High Quality Undergraduate Nursing Education

2. Minority Student Enrollment and Faculty - This program should be used as a model for active recruitment, retention and graduation of minorities in the Florida SUS.
3. Demand for Graduates - Employers of Florida A&M University's graduates expressed high regard for their level of preparation and competence in various clinical practice settings.
4. Leadership - The administration of the nursing program is admired by the faculty.
5. Senior Preceptorship - Faculty, students and alumni indicated that the preceptorship structured for seniors during the last six weeks of the senior year enables students to experience reality shock prior to graduation.
6. Performance of Graduates on the National Council Licensing Examination (NCLEX) - A 100% pass rate is usually achieved by students graduating from

the School of Nursing on the national licensing examination.

B. Needs and Recommendations

1. Low Research Publication and Grantsmanship Productivity. Limited efforts have been made in this area, and they have not been consistent. While low productivity in research and grantsmanship could be related to the unique mission of this historically Black institution of higher education which has placed priority on good teaching, the School of Nursing will need to increase efforts and level of productivity in this area. Time and rewards should be established for motivating faculty to increase their emphasis on research and other scholarly activities. A plan needs to be developed to allow faculty release time for research and other scholarly endeavors, while accommodating the needs of undergraduate students.

2. Faculty and administrative salaries should be increased. In today's marketplace, low salaries are a disincentive to doctorally-prepared nursing faculty members. Thus, as plans are developed for graduate nursing education, the appropriation of adequate salaries must be carefully addressed. The salaries of nursing faculty members are lower

than the average faculty salaries quoted for the American Association of Colleges of Nursing.

3. Low Numbers of Doctorally-prepared Faculty members. The School of Nursing has two doctorally-prepared faculty members, including the dean and the assistant dean. A recruitment plan should be implemented to increase the number of doctorally-prepared faculty members.
4. Integration of LPN and RN Students. The practice of integrating LPN and RN students into the same classroom setting or transitional course should be discontinued and a transition course designed and presented for LPN students.
5. Student Financial Support. Students indicated that the amount of financial support provided by the University was inadequate. They indicated that, in many instances, they were forced to work. The University and the School of Nursing should seek additional financial support for students enrolled in the nursing program.
6. Increased Graduation. Enrollment in and graduation from the baccalaureate nursing program should be increased. With the Florida A&M University program being the single public historically Black university in the state of Florida, its successful approach to educating

minorities should be expanded. This would require the addition of senior faculty with attendant space and funds to support those faculty.

7. Limited Access Status. The limited access status should be maintained. An increase in enrollment will require additional faculty and space.
8. Excessive Credit Hours for Graduation. Currently, the School of Nursing requires 142 to 143 credits for graduation. This number exceeds all other nursing programs in the Florida SUS. The number of credits required for graduation for the undergraduate nursing program should be reduced and a new ratio for calculating clinical to didactic course credit should be utilized.
9. Senior Year Comprehensive Examination. It is recommended that the comprehensive examination administered during the senior year should be used for diagnostic and academic counseling as a primary purpose for the examination.

UNIVERSITY OF SOUTH FLORIDA

COLLEGE OF NURSING

(BS and MS Programs)

I. PROGRAMS

The College of Nursing includes a main campus within the Health Services Center, University of South Florida at Tampa, with additional sites at St. Petersburg, Sarasota, and Fort Myers. Registered nurse students are admitted to the programs at all four sites, with only the campus of Tampa admitting both basic students and registered nurses. The program has a BSN upper division program with multiple clinical experiences in a wide variety of institutions in the Tampa area. It also provides upper division opportunities for registered nurse students on the Tampa campus, and USF campuses at St. Petersburg, Sarasota, and Fort Myers. The 1990-91 student enrollment was 204 with 172 enrolled (26 inactive). There are 96 generic students ("native"), and 105 RNs pursuing the BSN degree.

The program offers a strong clinical/didactic base across the life cycle in adult health, pediatrics, obstetrics, community health, mental health, and psychiatric nursing.

In 1990, 80% of enrolled students were admitted from community colleges and 20% were "native" students.

The six concentration areas offered in the master's level graduate program are:

Adult Health
Gerontological
Oncological
Community Health
Psychiatric/Mental Health
Family Health

The enrollment of graduate students in Fall, 1990 was 172 with 38 full-time students and 134 part-time. The average length of time to completion of the program is 2.5 to 3.0 years.

This program has an extremely strong advanced clinical focus; however, a stronger research component should be considered. The clinical concentrations offered were developed based on defined needs of the population in southwestern Florida.

II. FACULTY

In 1991 there were 39 full-time faculty and 6 part-time faculty. Faculty represent 58 higher education institutions throughout the country. In general the student/faculty ratio is 1:10. Twenty-eight (78.8%) of the 39 full-time faculty hold doctoral degrees awarded by 21 different institutions. Five others are in doctoral study in four institutions. All faculty are prepared at least at the master's level for programs in which they teach.

The faculty members are highly qualified both in terms of preparation and experience, and appear to be working well together to move the College forward. It was gratifying to the consultants to see the significant number of faculty teaching across the undergraduate and graduate programs.

Doctoral preparation is required when a faculty member is appointed at the Assistant Professor level for a tenure track position. Those faculty lacking doctoral preparation have been awarded leave with pay to facilitate completion of the doctoral degree. After six months of employment, faculty are eligible for utilization of tuition waiver fringe benefits to pay tuition cost. In addition, University-based Professional Development Leaves (competitive) have been made available and three faculty have attained them.

Faculty salaries are low compared to national averages. On the Ft. Myers campus, a Southwest Florida Endowed Chair for a nursing faculty member has been funded. Funding provides a 0.5 academic pre-admission advisor along with the .5 secretarial support. It is projected that a faculty person will be filling the Chair position and will be on board in spring 1991.

A. Graduate School Relationship. Four faculty are credentialed as full members in the Graduate School; 11 have associate status; four have special status. In addition, applications are pending for three full members, six associate members, and one special status.

The University of South Florida seems to be moving ahead in preparing faculty members to start a doctoral program in the future and they should be encouraged to continue the efforts to increase the quantity and quality of research. Both the Health Center administration and the University's central administration are very supportive of preparation to initiate a doctoral program. Several strong senior level faculty have been appointed at USF in the past year.

B. Research Awards and Grant Activity. In the College of Nursing, presently funded projects include seven research projects, one faculty development grant, and two training grants for a total of $622,805. This total represents a distinct increase over 1989-90 ($99,070), but indicates a strong need for increased extramural funding. In 1980, a Director of Research was appointed to facilitate research development. In 1988, one Research Associate and two graduate assistantships were added. In 1989, the Office of Research was formally established in the College of Nursing with a Director who has a significant track record in research and achievement of extramural funding.

C. Recognition of Scholarly Work. At the national level, three faculty were elected to the American Academy of Nursing, and one was appointed to an American Cancer Society Professorship. Under the University's Division of Sponsored Research, two faculty were funded in 1990 to conduct pilot projects essential for gaining extramural funding (both were

funded through the Creative Scholars Award Program). This is a "first" for the College.

D. Public Service. Activities at the national level include membership on the following committees: review for grant proposals NCNR-NIH; Research Scientist Development Award; Faculty
Scholar Review; NIMH and Special Project grants, and Advanced training grants, Division of Nursing, DHHS.

E. Affirmative Action Activity. The College has a stated goal of achievement of diversity. Activities include publication in Black Issues in Higher Education, Affirmative Action Reporting, and Newsletter of the Association of Black Nursing Faculty in Higher Education. Additionally, College funding is provided for faculty attendance at the national conventions of the National Black Nurses Association, the Hispanic Nurses Association, and similar meetings. One specific aim in providing funding for attending these meetings is recruitment of minority faculty as opportunities arise.

F. Impression. Overall, there appears to be a developing mixture of scholars and some recent recruitment of senior scholars. With the presence of a full-time Director of Research, extramural funding should show definite signs of upward movement. Consideration should also be given to collaborative research efforts both within the Health Sciences Center and the broader University.

III. STUDENTS

College of Nursing's undergraduate program is designated as a "limited access" program by the Board of Regents. Maintaining the "limited access" status is necessary in light of current resources as well as the Board of Nursing's mandate that the College admit no more than 70 basic baccalaureate students annually.

A. Demand. According to data provided, there was some decline in basic undergraduate enrollment in the mid-eighties. This is consistent with other schools of nursing in the United States.

Beginning in 1990, undergraduate applicants began to increase with an entering class size of 47 full-time and 4 part-time generic students. In addition, there are 100 RNs enrolled in Tampa and on the satellite campuses. It was believed that the generic baccalaureate enrollment would reach its targeted enrollment of 70 in 1991.

Demand for the MS has risen steadily with 172 presently enrolled in the six areas of advanced clinical concentration. The graduate program attracts students from several areas of the country.

B. Admission Standards. Undergraduate admission standards are consistent with the University policy of admission. Applicants to the upper division major in nursing meet University requirements, and in addition, they meet requirements for the College of Nursing including a 2.5 GPA

(compared to 2.0 GPA for University admissions) which makes this a limited access program. The College adheres to the Articulation Agreement between Florida public community colleges and the state universities.

The College of Nursing requires basic students (i.e., generic students and AA transfers) to complete 126 semester hours for graduation. These semester hours include general education requirements, science support courses, required nursing courses, and electives in nursing. RN completion students generally earn between 144 and 160 semester hours upon completion of the baccalaureate degree. In questioning the somewhat high semester hour outcome, it was the position of the school's administration and faculty that the difference between Community College requirements for the AS and the University requirements and the state accreditation requirements of the Florida Board of Nursing mandated the need for additional credits.

C. Retention. Retention does not appear to be a problem. Prior to 1989, RN students were thought to have difficulty meeting all prerequisites before official admission to the College of Nursing. Beginning in fall, 1990, the College developed a policy of conditional admission for this group. This should ease the problem considerably with appropriate counseling and guidance available through the Assistant Dean of Undergraduate Studies.

D. Placement of Graduates. In meeting with members of the alumni, all indicated ease of placement upon graduation. In terms of the registered nurse graduates, it was noted that primarily they continue employment in the communities near their campus of enrollment. In a meeting in St. Petersburg with 18 RN students, over 80% indicated they were going directly on to graduate study. All appeared confident of employment opportunities upon receipt of the M.S.

Vice Presidents of Nursing at area hospitals voiced strong support for the USF program(s)and expressed the need to increase the number of baccalaureate and master's degree graduates for the region's rapidly growing population.

In a geographic region of Florida where the population is growing exponentially, it is anticipated that the need and demand for USF graduates can only increase. Nursing service leadership expressed a strong need for the development of an additional concentration in nursing service administration at the master's level.

E. Overall Impression of Students. In meetings with students the consultants were struck with the poise as well as the depth of knowledge displayed.

Some undergraduate transfer students expressed a sense of isolation from the Tampa campus in terms of student activities. This is not unique to USF transfer students. One of the generic students who was "native" to the campus felt very differently in terms of a strong sense of belonging. All

graduate students present expressed nothing but enthusiasm and full support.

The level of enthusiasm shown by graduate students for advanced clinical experiences was highly noticeable. In a meeting with beginning graduate students, all but four of 52 students planned to remain in Florida, although they came from various parts of the country. This bodes well for the improvement of the overall quality of patient care in the state. Further, with the new Community Health option available, the general health of the public can be predicted to improve as well.

IV. FACILITIES AND RESOURCES

A. Library on Tampa Campus. The Health Sciences Center (HSC) Library, located in the Health Sciences Complex on the Tampa campus, serves primarily the faculty and students in the Colleges of Medicine, Nursing, and Public Health. The HSC Library Collection includes one nursing specific CD-ROM subscription, six other CD-ROM subscriptions, and several CAI software programs available for students, faculty and staff.

Days and hours in which the HSC Library are open seems adequate. Computer searches in health fields are available to students and faculty through the availability and access to Medline (Index Medicus), (1966-Present); the Cumulative Index to Nursing and Allied Health, (1983-Present); and PsychLIT, (1974-Present). The College of Nursing faculty expressed

serious concerns about the nursing collection, especially in terms of breadth and availability of research resources.

B. Libraries on USF Sites Outside Tampa. The Poynter Library serves the St. Petersburg campus, the Jane Cook Library serves the Sarasota campus, and the Learning Resource Center at Fort Myers serves the USF campus and Edison Community College in that location. Time did not permit the consultants to visit the libraries at branch campuses.

C. Space. There is one lecture hall for 100; three classrooms for 50-60 students; four seminar rooms and learning laboratory (NLRC) consisting of a 5-room suite which serves as a student computer center, an audio-visual resource and an extremely small clinical performance laboratory. There is no dedicated space for the conduct of research, for graduate assistants, or space for additional funded projects. At present, faculty are using any available College space or their offices for scholarly activities.

Adjacent classroom space is available within the Health Sciences Complex on a reservation only basis. Lecture halls are utilized along with the College of Medicine and Public Health. There is also a multimedia center which provides (either free or fee for service) AV services including graphics, desk top publishing, etc.

In conference with the College's administrative team (including the Director of Research), plans were outlined for coping with needed change in the College to move toward greater

emphasis on research capability and productivity. One is hard pressed to visualize how such aspirations can be realized without additional space on the Tampa campus. An addition to the College has been approved at the state level for 1995-96. Further, a Research Tower is on line for the Health Sciences.

On the St. Petersburg campus the College of Nursing is assigned two offices, one for faculty and one for the secretary, and an adjacent classroom. It is also used by students as a student conference room. On this campus, the nursing classes are scheduled in the general campus classrooms. There is no formal nursing learning center on the St. Petersburg campus.

In Sarasota, nursing classes are scheduled in the general campus classrooms. These classrooms are adapted for the use of multimedia. Hardware needed to support the instructional process is requisitioned from this campus, while software is provided by requisition from the USF NLRC.

USF Sarasota Campus students and faculty have access to AV materials including CDs, video, and tapes through the Media Center located in the Sarasota Campus Library. Equipment may be used in the Media Center or in the classrooms.

The College is assigned one faculty and one secretarial office on the Sarasota campus. The faculty office is used by the campus coordinator and the teaching faculty when present on the campus.

On the Ft. Myers campus, the College is assigned a suite of offices. There are private offices for the resident faculty member, Chairholder, and secretary. In addition, there is a large office that can accommodate at least two other faculty. A small conference room is also provided in the nursing suite for advising, conferences, etc. USF's general campus classrooms at Ft. Myers are scheduled for nursing classes.

USF at Ft. Myers affords students and faculty full use of the Learning Resource Center (LRC) shared with Edison Community College (ECC). The USF-ECC LRC houses both print and non-print media.

Computer laboratories are available on each regional campus. Terminals with access to Tampa campus mainframe as well as a microcomputer laboratory with IBM, Apple II or MacIntosh computers are available for faculty, staff, and student use.

D. Support Staff. Support personnel, both in terms of number and quality were defined by faculty to be inadequate. It was reported that most support staff entered the college with entry level skills, and once they acquired the needed additional skills, they were lured away by other units.

E. Clinical Facilities. Visits to four clinical sites, combined with a tour of clinical facilities close to the College's Tampa campus, indicate a "gold mine" in terms of learning and research opportunities for nursing. Facilities are available for high-risk infants, acutely ill children on

through the lifespan to multiple opportunities for care of the aged. In addition, a first rate primary care clinic (all ages) is available for graduate student learning along with a cutting-edge institution for oncological patients and patients with psychiatric/mental health disturbances. Quality clinical facilities for undergraduate students to prepare for the generalists role are combined with facilities which are clear mirrors of the areas of concentration at the master's level. The clinical facilities are rated as outstanding.

V. PROGRAM STRENGTHS, NEEDS, AND RECOMMENDATIONS

A. Strengths

1. Administrative Support. In interviews with USF and Health Sciences administration, strong support was registered for the College of Nursing. Tangible administrative support from the Vice-President of Health Sciences was seen by the addition of $1,000,000 to the College budget, part of which was identified for improved resources to meet the College's responsibilities to the campuses in St. Petersburg, Sarasota and Ft. Myers.
2. Faculty. Overall, the College maintains an outstanding faculty mix with academic and experiential credentials ensuring achievement of high quality programs. The mix allows for

building a research environment consistent with the mission and direction of the University and the Health Sciences Center.

3. Students. The applicant pool for both programs reflects highly qualified and diverse students. At the graduate level, students are attracted from various parts of the country. The graduates of both programs are actively recruited and data show the majority remain in Florida. In interviews with both undergraduate and graduate students, definite enthusiasm for the College was expressed.
4. Resources. The quality of clinical resources supporting the teaching and research missions can only be described as outstanding. Support of both missions expressed by nursing service leadership from the area served to validate this.
5. Diversity. Programs and processes are in place within the University and in the College to enhance recruitment and retention of minority students and faculty.
6. Overall. The College has been responsive to documented state and regional needs.
   a. At the baccalaureate level the College has been successful in collaborative efforts to facilitate the articulation of community college students into the College of Nursing.

b. The graduate program has been responsive to the needs in the state and region for advanced nurse clinicians in areas of specialized care; i.e., Gerontology, Oncology, Family Health, and Community Health Nursing.

B. Needs and Recommendations

1. Increase accession in library acquisition, library holdings, and computer capability. This is most crucial in view of recruitment of faculty with strong research backgrounds simultaneously with beginning nurse scholars.

2. No recommendation is made at this time in relation to space, in view of 51,000 NSF approved by the State Department of Education as an addition to the College of Nursing, Tampa campus. It is recommended, however, that this addition be moved up in the priority listing of capital improvement at the state level. Also, in terms of space, it is recommended that searches be conducted within the Health Sciences for additional storage and research space. The latter should be considered a high priority. Mandated space for nursing research activities is recommended in an on-line Research Tower projected to be built for the Health Sciences.

3. Through interviews with employers, the need for an additional graduate concentration in nursing service leadership was identified. Needs assessment studies conducted by nursing faculty and administration lend strong support for this addition. One new faculty line for this offering is recommended at the earliest time possible.
4. Serious consideration should be given to upgrading support service staff. A pre-employment development program in terms of the state-of-the-art word processing and general computer technology is recommended.
5. With automation becoming a reality, a university or college centralized service for the maintenance of technical equipment should be considered.
6. Faculty should strive toward a substantial increase in extramural funding, both programmatic and research.
7. The University should provide continued support in the base budget to facilitate meeting commitments and population projections for future growth.
8. The number of semester credit hours needed for completion of the BS should be reviewed with the community colleges, particularly for those students transferring with AS degree.

9. The limited access status of the program should be maintained.
10. USF should continue on its course for preparing for a Ph.D. program and may consider negotiating such a program onto the next SUS Master Plan.

FLORIDA ATLANTIC UNIVERSITY

SCHOOL OF NURSING

(BSN and MSN Programs)

I. PROGRAM

In 1979, the nursing program began as a division within the college of social science with an R.N. to baccalaureate completion curriculum. Within three years, in 1982, the curriculum was expanded to include a generic baccalaureate program, and 6 years later, in 1988, the master's in nursing program was initiated. In 1990, with strong support from University administration, nursing became a freestanding School and it is anticipated that in 1991 it will become a College of Nursing.

In spite of such rapid growth, the nursing curriculum is innovative and grounded in a commitment to nursing as a human caring science. The curriculum is unique in its focus on nursing as a human science rather than a medical science, with caring as the essential mode of being in nursing practice. Caring in nursing is seen as a uniquely mutual human process in which the nurse artistically responds to a call from the client through authentic presence. The experience of nursing takes place within nursing situations which are lived experiences in which the caring between nurse and client fosters well-being. The teaching-learning strategies appear to be problem-based

rather than content-based with opportunities for faculty and students to be creative in approaches to the teaching and learning of professional nursing.

The baccalaureate program has received full National League for Nursing accreditation. An NLN accreditation visit for the graduate program is scheduled for Spring, 1991. The undergraduate BSN program requires 135 credit hours for completion, consisting of 60 credit hours of general education and pre-professional courses; 47 credit hours in the nursing prerequisites and the nursing major; and 28 upper division general education courses. The nursing curriculum provides 45% of the total upper division program hours.

The NCLEX passing rates for 1988, 1989, and 1990 have been below the acceptable state and national averages of 85%. The Dean and faculty expressed concern about the scores and stated the low scores were related to the student population with English as a second language, and a number of students admitted by exception. In 1987, less qualified applicants were admitted because of a low applicant pool. That trend has changed and in Fall 1990 the school admitted 70 out of 110 applicants, of whom 100 met qualification requirements.

Clinical facilities utilized for clinical experiences for the undergraduate program are varied throughout the community and are approved by the Board of Nursing. Faculty-student ratio for clinical experiences ranges from a 1:6 for beginning student placements to 1:12 for the more advanced students.

Demand for the program far exceeds available admission possibilities. The "limited access" status usually keeps admission at 60 students. Because of the growing demand, with the permission of the Board of Nursing, 70 were admitted in Fall 1990. The limited access status of the program should be maintained in light of the resources available and the need to comply with the student:faculty ratio required by the BON. There appears to be a growing trend for students with degrees (BA, MA, Ph.D) in other fields to seek admission.

The R.N. to BSN program is an accelerated program in which a student can complete a proposed sequence of nursing courses in two semesters of full-time study. Part time study is also available. RN students are required to successfully (minimum of C) complete 60 credit hours of study prior to admission to the nursing program-24 hours in required general education, 22 credit hours in nursing prerequisite courses and 14 in other general education courses. Upper division social science and other electives may be taken concurrently or during additional semesters. No challenge option for nursing courses is offered. The RN student is enrolled in all but two courses with the generic nursing students.

Selected undergraduate and graduate core courses are offered at three locations in Broward County and at the north campus in North Palm Beach County. There are increasing requests from the Indian River area to expand the RN-BSN program to that area. FAU has designated the Northern Service

area as one of primary concern. The School of Nursing does not have the resources or the faculty to engage in an outreach program at this time.

There are strong articulation processes and support mechanisms in place for the community colleges that provide students to FAU. Presently, Florida Atlantic University is maintaining a 30% level of lower division admissions at the freshman level and a 70% transfer student enrollment to the upper division programs. This standard has recently changed from a 20/80% admission policy based on the overall demand for four year baccalaureate education at FAU. The School of Nursing implements the 10% exception policy when needed to maintain minority student representation; that is, the students admitted by exception do not meet all of the general admission criteria, but demonstrate potential for successful completion of the program. In the view of the faculty and the Dean, students admitted by exception struggle just to pass. There does not appear to be any specific planned program to assist these students within the nursing program. However, the University does have strong support services that provide counseling and special learning services for all students on campus.

The graduate program in nursing admitted the first class of 20 students in 1988, admitted 37 in 1989 and 30 in 1990. The program offers an MSN (thesis) and an MN (research project) option. RNs with degrees other than the BSN are offered graduate level admission after successful completion of a 14

credit hour bridge program. Prerequisite coursework for the bridge program is the same as that for all other students; however, they must also complete a statistics prerequisite. These students then enroll in the 14 credit bridge program which provides the nursing basis for advanced study in nursing. Admission requirements are set at 3.0 GPA and a combined GRE score of 1000. There have been exceptions made, however, for a number of graduate students. The graduate curriculum is organized into two levels: the foundational core and areas of concentration. The core provides the foundation for advanced general nursing practice. The areas of concentration are the clinical fields of nursing of adults and nursing of families. A third area of concentration is nursing administration. The preparation of nursing education as an area of concentration is not being offered in the School of Nursing at this time. There is growing demand for the master's program from within the area, but also from areas such as Ft. Pierce, and Indian River, and internationally from Australia and the Soviet Union.

II. FACULTY

The faculty of the School of Nursing are academically and clinically strong and diverse in both preparation and scholarship. They are committed to the Philosophy and organizing framework of the School and to the advancement of nursing knowledge through research.

There are presently 19 full time and 3 part-time (1 FTE) nursing faculty, five of whom are tenured and the remaining fourteen are in the tenure track. The school goal is to have 100% doctoral level faculty by 1991.

The academic and experiential qualifications of the faculty of the School of Nursing are diverse and appropriate to meet the Program goals. All faculty hold a minimum of a master's degree in nursing, eleven have doctoral degrees, and three are doctoral candidates who intend to defend and graduate within the year. Faculty in the School of Nursing teach at both the undergraduate and graduate levels. Only faculty with doctoral preparation teach in the graduate program. Faculty assignments include teaching, service and research. The average faculty teaching load is 9-12 teaching contact hours per semester. All faculty have one day per week assigned to research, and judging by the active research and publication activity, all faculty use the assigned time appropriately. Research is a strong component at all levels of the FAU curriculum. Until this past year, faculty have been fully funded for travel to research and professional conferences. The Dean plans to develop a faculty development fund for travel in order to continue to support the faculty in their scholarly endeavors.

Faculty serve as research liaisons to health care agencies and successfully network among themselves in a collegial, supportive manner. Faculty are engaged in service to the FAU

community by serving as members or chairs of University committees to the nursing profession by actively engaging in both state and national nursing organizations and to the community at large by serving in clinics, on boards of health care agencies and providing continuing education presentations to the nurses in the community. The Dean is viewed by both students and faculty as an outstanding role model, scholar and researcher in the area of caring.

The Christine E. Lynn Eminent Scholar in Nursing position has been filled with an outstanding nurse scholar and researcher with expertise in caring, philosophy, administration, and qualitative research. The goals for this scholar are focused on the advancement of nursing knowledge and nursing research. In addition to teaching one course per semester and continuing her involvement in qualitative research, this scholar joins other colleagues on campus for open dialogue and forums.

III. STUDENTS

Florida Atlantic University is located in one of the fastest growing regions within the State and the United States. The President expects the total student body to double in size in less than 10 years. Of the 13,000 students presently enrolled, 65% are women. There is a high demand for nursing education on campus, and the President anticipates expanding both the undergraduate and graduate programs in nursing. The

enrollment trend for all programs in nursing are projected to grow.

The School of Nursing supports the University policy of non-discrimination. The programs of the school of nursing were initially established as limited access programs by the Board of Regents of the State University System and continues under this designation. Fiscal resource availability to meet required Board of Nursing clinical teaching ratios limits the number of students admitted. The rigorous nature of the professional nursing program requires that above average academic potential be demonstrated.

Students studying nursing at FAU represent rich and diverse educational, cultural, ethnic, and experiential backgrounds. The students recognize the uniqueness of the program and the supportive teaching-learning environment. Students at all levels in the program display a real sense of commitment both to nursing and to the FAU program, faculty and Dean. The Dean is recognized and respected as a participant in the teaching-learning enterprise. Students spoke of having comfortable access to the Dean, confident that she would listen to them and address problems. All nursing students are assigned a faculty member as an academic advisor. The faculty are responsible for all advising procedures as well as academic counseling. They find that academic advising required much time from teaching, research and related activities.

Evaluation of the learners is viewed as an integral component of the teaching-learning process and opportunities for both teacher and student learning and growth. Graduates of the baccalaureate program are evaluated at the end of one and five years through self-report and employer evaluation. Employer evaluations dated 5/90 from some 12 health care agencies rated FAU graduates as very well to adequately prepared to carry out the functions of a beginning professional nurse.

IV. FACILITIES AND RESOURCES

The School of Nursing has made the acquisition of high quality library holdings and other learning resource materials a foremost objective. Library holdings have been vastly expanded and updated since 1984. Recently, a historical collection has been purchased and made available through microfiche. Currently, the library system subscribes to 89 nursing periodicals and 84 related journals. It is essential that financial resources are available to continue to support a strong literature and audio-visual collection. Library holdings in both international and transcultural nursing are needed to support an increasing focus on cultural aspects of health and international health. Nursing volumes and periodicals are purchased for branch campus libraries as financial resources permit. The discussion of possible expansion of the outreach programs must include adequate

resources for library facilities and holdings in nursing and related fields.

The School of Nursing is located in the new Social Science building. Each faculty member and the Dean has an individual office with computer terminal and printer. Four career service staff and one to two part-time work study students provide skillful secretarial and support services. Adequate space for all teaching activities including a clinical practice lab, physical assessment rooms, computer and media laboratory, and seminar rooms are available within the school of nursing area. Conference rooms are available for meetings both in the school of nursing and the University. A large undeveloped space is available to house a proposed Nursing Center where faculty and students will engage in both practice and research.

Clinical facilities (14) located in Palm Beach, Broward, Dade and Martin counties provide a wide variety of experiences for student learning. The faculty have primary responsibility for the assessment and selection of agencies. The agencies in which generic students have learning experiences, and the affiliation agreements with those agencies are further reviewed by the State Board of Nursing prior to assignment of students. The availability of health care facilities for student clinical placement would allow for expansión in both the undergraduate and graduate programs.

V. PROGRAM STRENGTHS, NEEDS, AND RECOMMENDATIONS

Strengths

1. Students have a strong commitment to the School of Nursing philosophy of caring, and a commitment to the goals of the school.
2. There is diversity and strength of preparation in the nursing faculty.
3. Faculty are productive scholars and demonstrate a love for the practice and teaching of nursing.
4. There are strong supportive relationships among faculty, Dean, staff and students. The Dean and faculty are responsive to the students' requests for changes. Also, there is strong support for the program from FAU administrators.
5. There exists strong community support of the School of Nursing and FAU.
6. The articulation program facilitates the RN to BSN program through a formalized articulation agreement with the community colleges.
7. The Dean is extremely competent, and is both an effective leader and a positive role model for faculty and students.
8. The endowed Eminent Scholar Chair in Nursing is now held by an internationally recognized nurse scholar and researcher.

9. The School has a new graduate program with the opportunity to develop an image for nursing in the University and community at large.
10. The RN with an undergraduate degree in another discipline has the opportunity to accelerate into the master's program.
11. Space and computer resources are very adequate.
12. Adequate and diverse clinical experiences exist for both the undergraduate and graduate program.
13. The School participates in the Nursing Research Development Network, an inter-agency support system to facilitate the conduct and utilization of nursing research.

Needs

1. There is a need to continue strengthening all resources that support research and scholarly activities.
2. There appears to be no organized program in nursing to assist students admitted with learning disabilities, admitted by exception, or academically disadvantaged. This must be improved before the NCLEX-RN examination scores will be at or above the state and national average.
3. The general need for preparation of the nurse educator for the master's program should be examined. This is

not presently offered in the graduate program. Faculty and administration should continue planning for program expansion at all levels to meet the growing needs of this geographic area and further the advancement of the theory, research, and practice of nursing as a human, caring science.

4. In order to meet the need for outreach programs in this region new resources must be provided. There is a need for interactive TV program and library resources in order to fulfill the outreach needs.
5. Faculty time spent in the clerical piece of academic advising takes away time from their professional development and scholarly activities. Some clerical assistance needs to be provided.

Recommendations

1. Review the NCLEX-RN scores and develop a plan to address potential problems.
2. Review the 135 credit hour requirement for the generic baccalaureate program and develop a plan to decrease the requirements to the usual acceptable range of 120-130 credit hours.
3. Make available travel funds to support the faculty research and scholarly activities.
4. Hold the admission criteria for entry into the graduate program constant at a GPA of 3.0 and GRE

score of 1000 at least in the first few years of the program.

5. Extend graduate program offerings to include courses that support the nursing education role such as curriculum design, teaching strategies, and Philosophy of Education.
6. Hire support staff to handle the paper work related to advising students throughout the program.
7. Develop an organized plan within the school of nursing for assisting the academically disadvantaged student including those students with English as a second language.
8. Reconsider the practice of routinely admitting approximately 10% transfer students by exception.
9. Maintain the limited access status of the undergraduate program.

UNIVERSITY OF WEST FLORIDA

DEPARTMENT OF NURSING

(RN To BSN Program)

I. PROGRAM

A. Historical Perspective. Since UWF was an upper division University when nursing was introduced as a major, it was inevitable that the department would conform to this educational pattern. It was decided that the program would be limited to those students who had already completed either a diploma or associate degree program in nursing and were licensed by the state to practice the profession. The program, initially accredited by the National League for Nursing (NLN) in 1982, was reviewed in Fall 1990 and granted continuing accreditation through Spring 1998. Many recommendations for improvement were made by the NLN Board of Review. Since the current program does not prepare students to take the state licensure examination, the Florida Board of Nursing has no direct jurisdiction. However, in the interest of expanding the program, a plan was devised to provide an enrollment option for beginning students who have no nursing credentials. The nursing faculty developed a curriculum, prepared other necessary documentation and subsequently, in 1988, received Board of Nursing approval to initiate the newly conceived program, a generic program leading to the Bachelor's of Science in Nursing. However, adequate funding was not available to

initiate that which had been developed and approval was, therefore, automatically terminated as per the Rules and Regulations of the Florida Board of Nursing.

Some discussion by the nursing faculty has also focused on the possibility of developing an RN to MSN curriculum plan. This is a professionally recognized plan used at other schools across the country which has obvious merit in facilitating the achieve-ment of a master's degree, with minimal loss of time, by those RN's who have this as an ultimate goal in mind.

Nursing at UWF is departmentally linked with medical technology for what is described as "administrative purposes only."

B. Articulation with Other Academic Programs. The department has no formalized articulation agreement with other local or regional academic institutions. However, since students are only admitted subsequent to achievement of nursing credentials at either a diploma or associate degree program, articulation is implied.

Students are aware of the procedure for granting credit for previous academic work and believe the added requirements for achievement of the baccalaureate degree in nursing are clearly stipulated. The problem most frequently identified in regard to course work was the large number of transcript credits for which the student matriculates before ultimately meeting the requirements for a baccalaureate degree. Students and graduates gave reports of transcripts containing 140-160+

credits. The advisement process was implicated as part of the problem. Advisement was considered insufficient either due to (1) inadequate involvement and/or attention by faulty and other advisors or (2) students not taking advantage of opportunities available.

A formalized articulation agreement with the local community college and with others in the region has not been negotiated at this time since those in closest proximity lack specialized accreditation by NLN. It should also be noted that the Associate Degree programs, from which the majority of students are drawn, require an excessive number of credit hours, particularly in the major (18 General Studies + 54 Nursing = 72 total credit hours). The rationale given for this requirement is that associate degree programs in nursing are considered terminal in nature. If these credits are absolute, articulation in its truest sense (i.e. a plan of study that facilitates student progression without undue loss of time or overlap of effort) is impossible unless those requirements which are stipulated by the nursing program and university for achievement of a baccalaureate degree in nursing are compromised.

C. Curriculum Flexibility. Discussion with students, graduates and employers gave evidence of a desire to have faculty consider increased flexibility in the implementation of the curriculum. Compression of courses and evening and weekend scheduling were proposed. Flexibility may be more advantageous

from an employer perspective since they wish to schedule nurses on a full-time basis and also may make the program more desirable as comparisons are made by prospective students between UWF and a university nursing program located in a neighboring state. Flexibility/multiple options, etc., demand a price in terms of faculty time and effort and has the potential of additional cost per credit hour produced. It is obvious that no alternatives or options should be considered without due consideration given to maintaining the integrity of the curriculum.

We were told in some visits with persons in Pensacola that many nurses from the Pensacola area go to the University of South Alabama to seek baccalaureate education because of the inflexibility of the schedule at the University of West Florida and the flexibility of the schedule at the University of South Alabama.

D. Budget. There are at least five issues of concern related to program implementation that are influenced by budget.

1. It was of great concern to the consultants that there seemed to be little enthusiasm for the continuation of the nursing program at the University of West Florida. When the President, Vice-President and Dean of the college were asked which program they would cut first, if they find it necessary to cut programs, they all agreed that the nursing program would be one of the first to go. The Director of the

program has been advised to develop a phase-out plan for the nursing program. Only the employers, persons wanting graduates, and the director of the nursing program in the Community College indicated any enthusiasm for continuation of the nursing program at the University of West Florida. There is considerable administrative and faculty concern regarding the future of the program due to the current proposed state budgetary reductions for higher education. The University administration is giving consideration to phasing out programs that are "high cost and low enrollment." The nursing program, already asked to develop a phase-out plan by central administration, falls into this category. Nursing faculty believe the potential loss of the program, valued by the community and region, could have been avoided if the department was financially supported when efforts were made to increase enrollment through program expansion to include the matriculation of basic students.

2. Faculty salaries do not compare favorably with data obtained from national and regional sources.

3. Due to "budgetary constraints" there is a position frozen that is needed to secure a faculty member prepared in Community Health Nursing, an essential credential for implementing a quality baccalaureate level curriculum. This position, according to the department chair, remains frozen in nursing while other positions in Arts and Sciences have been unfrozen and approval given for replacement.

4. Budgetary constraints have for some time limited the department's opportunity for agency membership in professional organizations and faculty travel to state, regional and national professional meetings and workshops.

5. The administration at the University of West Florida suggested that the answer to the problems in their school might be to offer a master's degree program. This should not be a consideration because of the cost of the master's program. The department is in great financial distress and they do not have sufficient numbers of senior level faculty members for teaching master's students.

II. FACULTY

A profile of the five faculty members (4 FTE, including the director of the program) for 108 students, reflects that all faculty are prepared with a minimum of a master's degree. Two of these persons are in "phased retirement", four of five persons are tenured, all except one are tenured at the rank of associate professor, and for the last degree held by each of the five persons, the degree is granted by a different institution. No member of the faculty has preparation in the focus/concentration of community health or pediatric nursing.

The work load for faculty is excessive. Total workload, which includes hours spent in classroom and clinical teaching, activities, advisement, professional development, service and scholarship, range from 35 to 47 clock hours per week. The

hours reported for the director of the program (45) do not reflect her administrative responsibilities.

A priority of the faculty members in this University is for teaching. The faculty in the nursing program have 6 research studies in progress with 5 recently completed. In other scholarly activities, 21 manuscripts have been published since 1985, with 2 in progress. Faculty are committed to community service. They serve as volunteers in a variety of settings, and hold committee membership and offices in several community and professional organizations. Faculty members' activity on university councils and committees represent a considerable amount time.

III. STUDENTS

A. Demand. There were two figures supplied by the nursing faculty which are impressive in terms of an applicant pool for the current program. A nurse availability study identified 10,059 registered nurses in counties in close proximity to UWF who lack the baccalaureate credential. As the result of a vigorous recruitment effort, the department has responded to 900 inquiries from registered nurses in the past three-year period. The student enrollment in Fall 1990 was 108.

The University of West Florida appears to have an inadequate recruitment program. This may be because of the uncertainty of the future of the program.

Recruitment activities have included efforts to attract minorities including males with the result that in Fall 1990 15% of the students were minorities, and 5.4% were male.

An increase in the number of older students (85% are over 30), students who change majors, students with degrees at both the baccalaureate and master's levels has also been seen.

When approval by the Florida Board of Nursing was achieved for admission of basic students into the program, a pool of 350+ students with more than 45 semester hours of college credit expressed serious interest in enrolling. In addition there were 40+ who had achieved degrees in other disciplines and wished to make a career change.

Based on concerns about the future of the program, current students, graduates and nursing leaders employed by local health agencies expressed the following:

1. There is a significant pool of prospective students who would enroll in a nursing program at UWF if they did not have to "jump through the hoop" of a 72 credit hour associate degree program, before enrolling at UWF.
2. At several hospitals, leadership positions can only be opened to nurses prepared at the baccalaureate level. Concern was expressed regarding the availability of nursing leadership if the UWF program did not exist.

3. There are 322 nurses without baccalaureate degrees at one local hospital with strong encouragement to achieve degree status. This hospital along with most other local health care agencies make full tuition reimbursement available for all those who return to school.
4. Public Health nursing positions can only be filled by a baccalaureate prepared nurse, hence the need for the UWF program.
5. One local hospital which has adopted a case management approach to the delivery of patient care, has determined that all management positions will be filled by baccalaureate prepared nurses. Nurses currently employed without a baccalaureate credential have been given a deadline for achievement of this expected level of education.
6. Several nurse leaders who employ UWF graduates expressed their expectation that the program will expand since this is the only program in the area that prepares baccalaureate level nurses.
7. The existence of the UWF program makes recruitment at Pensacola Junior College easier since many of the students who enroll have the BSN as their ultimate goal. (40-60% of the pre-nursing graduates achieve this goal)

B. Productivity. In addition to these indications of the degree to which the UWF nursing program is valued by the community of nurses in the Pensacola area, it should also be noted that the University Health Related Committee has identified reduction in the deficit of total practicing nurses as a primary need in the community. This committee's membership includes representation from all health related programs in the University, the local community college, and leaders from local health care agencies.

Graduate feedback regarding their program of studies at UWF is positive. Students and graduates feel confident that they are heard and their input valued. Based on a request for information regarding the success of graduates, a list illustrating recent productivity of some was provided. A summary follows:

1. Twenty-five percent on a list of 24 graduates have completed a master's degree. One is currently enrolled.
2. Four are head nurses, e.g., pediatrics, ICU, Labor and delivery, jail infirmary, etc.
3. Six are supervisors. e.g. emergency services, state mental hospital, surgical services, community Mental Health Center, etc.
4. Seven are directors, assoc. directors or department heads e.g. research/education with a

drug company, Quality Assurance, Immunization Program, Woman's Center, etc.

5. Two are teaching in nursing programs.
6. Two are commissioned officers in the military.
7. One is a nurse investigator, one a Clinical Nurse Specialist (CNS) and one a community health nurse.

IV. FACILITIES AND RESOURCES

A. Physical Departmental Facilities. The nursing quarters are compact, but adequate for the current number of faculty. There is, however, no room for expansion. One all purpose room serves as the skills lab, work room, and conference room. There is a reading room for students in the biology area in the building where nursing is housed.

B. Classrooms. Nursing classes are scheduled in the same manner as classes offered in other departments. Preference is given to assigning classes to the building in which nursing is housed but classes are frequently scheduled elsewhere on campus. In some instances, at faculty request for convenience of students and to accommodate an irregular schedule, classes are held in community health care agency facilities.

C. Computer Services and Instructional Media. The University Computer Center completed in 1985 is a modern multi-million dollar facility with state-of-the-art mainframe, office automation, and microcomputer equipment. The center is

open 24 hours each day and has a spacious student lounge, access to an open deck and study areas, open access terminal and microcomputer classroom, a graphics lab, conference rooms, and several classrooms and labs.

An Instructional Media Center is also available with provision made for consultation, planning and production services. The staff assists in a wide range of media application. The primary purpose of the center is to facilitate instruction. This is a university service at no cost to faculty or the department.

D. Library. Library facilities are outstanding with an automated system (LUIS) that has replaced the traditional card catalog system. There are 36 terminals throughout the library for accessing LUIS, but it may also be accessed directly through faculty offices. The nursing book collection, nursing and health related periodicals, and reference materials were judged to be appropriate to the needs of the program. Nursing's allocated budget for purchase of library material was $8350 during this past year.

V. PROGRAM STRENGTHS, NEEDS, AND RECOMMENDATIONS

A. Strengths

1. Students are enthusiastic about their program and feel that faculty strongly support them in their efforts to learn.

2. Program outcomes can be measured through the impressive accomplishments of graduates and the contributions in leadership roles they are making to enhance the quality of health care in northwest Florida.
3. The nursing departmental leadership and nursing faculty are committed, hard working, and diligent in their pursuit of excellence in teaching and in meeting the learning needs of a diverse and unique group of learners. In addition, faculty give evidence of scholarly productivity and a commitment to university and community service.
4. The content and design of the curriculum makes provision for achievement of baccalaureate level competencies in nursing with minimal loss of time and overlap of effort for those students who are qualified graduates of either diploma or associate degree programs.

B. Needs and Recommendations

1. A stable, state supported funding base needs to be established to assure that a quality nursing program at the baccalaureate level can be maintained.
2. Immediate financial support is needed to

a) recruit highly qualified faculty with the academic and experiential background needed to meet the goals of the program and to advance the mission of the university;

b) establish salaries for nursing faculty that compare favorably with faculty possessing comparable credentials in the state system, the region and nation. Salaries are inadequate for recruiting;

c) provide opportunity for the department to participate in the mainstream of those professional organizations that influence nursing education, the practice of nursing and the changing role of the profession in the health care system, travel funds and funds for institutional membership in national organizations are needed;

d) provide opportunity for faculty to participate in professional development activities.

3. Based on a) the expressed need of the community for baccalaureate prepared nurses, b) the level at which baccalaureate prepared nurses are valued by employers, and c) the expressed desire of the community for a basic baccalaureate program, it is recommended that careful consideration be given to the possibility of program expansion. Such an

expansion should include both basic students who have a BSN as their primary goal, and additional RN students who wish to achieve a baccalaureate degree. Consideration should include, but not be limited to, identifying potential enrolls, determining the availability of a sufficient number of academically and experientially qualified faculty to insure the integrity and quality of the curriculum and determining the potential for securing a stable, state supported, funding base.

4. With the type of program expansion suggested, it should always be remembered that only one curriculum is operational. On the other hand, provision is made for two distinct categories of students to enroll, one with no experience or incomplete credentials in nursing and the other with a credential achieved in another nursing program. From this perspective the following should be considered as curriculum work proceeds.
   a) The current philosophy should be expanded to include belief statements regarding beginning students.
   b) Purposes should reflect adjustments for inclusion of students who will potentially enroll.

c) Objectives and organizing framework will need to be refined to include content and processes related to the education of students with no previous experience in nursing.

d) Courses and course content will need to be added and current courses refined to achieve a "goodness of fit" so that there is no hint of two programs in operation.

e) Processes for the articulation of RN students will need to be refined and methods for validation of previous learning made more precise so that appropriate placement may be achieved. Validation procedures should include both paper and pencil and clinical measures.

5. Address the needs of the program for additional physical space.

6. Study nursing's location in the university's structure for the purpose of determining the best location for maximizing this discipline's potential at UWF.

7. Refine the advisement system currently in place to assure that students receive appropriate direction in pursuit of their academic goals.

8. Identify options for maximizing program flexibility with due consideration given to availability of resources.
9. Identify and utilize sources of community support to enhance the image of the nursing program and to enrich the educational experience of students.

UNIVERSITY OF CENTRAL FLORIDA

DEPARTMENT OF NURSING

(BSN Program)

I. PROGRAM

The Department of Nursing at the University of Central Florida (UCF) offers a Bachelor of Science degree in nursing at the main campus (Orlando) for beginning nursing majors and registered nurse students, and at the Daytona Beach and Cocoa branch campuses for registered nurses only. The program is a limited access program and requires 131-139 semester hours of specified courses in general education, the sciences and nursing content. (Variation in semester hours depends upon how the foreign language requirement is met).

A. Curriculum Evaluation. The Baccalaureate program in nursing reflects the philosophy, purposes, objectives, and content common to such nursing programs as evidenced by consistency with the National League for Nursing (NLN) Characteristics of Baccalaureate Education in Nursing (1987) and the Criteria for the Evaluation of Baccalaureate and Higher Degree Programs (1983). The report of the NLN re-accreditation site visit conducted in February-March 1990 described one of the strengths as "an innovative curriculum which permits breadth and depth in professional growth." Subsequently, the NLN Board of Review made no recommendations in reference to the curriculum. The Florida Board of Nursing conducted its last

survey in October 1987 and granted continued approval until the present time when a re-survey is being conducted. In addition, the graduates perform well on the NCLEX-RN licensing examination with the 1988, 1989, and 1990 classes attaining a 90%, 95%, and 92% passage rate, respectively.

The curriculum is based on a systems model incorporating major concepts and subconcepts common to nursing programs threaded throughout the courses. One concern is the number of semester hours required for graduation. However, it should be noted that a review of the 1990-1991 UCF Undergraduate Catalog indicates a number of the allied health programs require 135 to 141 semester hours for graduation. An analysis of the requirements reveals higher than average credit hours in some science courses, namely Microbiology, Anatomy, Physiology, and Organic/Biochemistry (18 S.H.). This is greater than the credit hours required for majors transferring from other institutions. Another concern is whether these science courses and Human Growth and Development or Developmental Psychology could not be counted within the 40 semester hours of University General Education courses. In addition, the nursing faculty are exploring the reallocation of credit hours in nursing leadership and professional issues courses in an effort to reduce the required semester hours in nursing. They are encouraged to pursue this effort.

B. Integration With Other Programs and Within Programs. The Department of Nursing administration and faculty have established effective relationships with other departments and programs at UCF, on both the main and branch campuses. In fact, the structure of the Department of Nursing was cited by the new Dean of the College of Health and Public Affairs as a model for restructuring the other departments within the College.

In reference to other nursing programs, the Department has collaborated with the program at Bethune-Cookman College (a private college) in sharing a faculty member with specific clinical expertise and plans to develop additional reciprocal relations with this baccalaureate nursing program. The admission of non-traditional students to the program, based on evaluation of prior college study and life experiences, requires collaboration of other departments and support services. Transfer credit, CLEP, and teacher-made tests are used to validate non-nursing courses and NLN Mobility tests are used to award nursing credit to registered nurses from associate degree and diploma programs (28 S.H. maximum). The Department Associate Chair provides counseling to students and determines transferability of nursing prerequisites, nursing courses, and readiness for validation examinations in nursing.

C. Community College Articulation. Although there are no program specific articulation agreements in effect at this time, the University Articulation Coordinator reported an

agreement is being negotiated with one community college. The major concern is the great variability in the quality of general education courses offered by the community colleges, especially in the areas of mathematics and science. In a meeting with junior and senior nursing majors, including those who had transferred from community colleges, they cited the effective counseling provided by UCF for smooth transition to the nursing major. They also stated an awareness of the competition for students in community college nursing programs. A counseling manual is available listing the requirements for all majors at UCF and will soon be available on a computer network. It was evident that students can transfer more easily with an Associate Arts degree than with an ADN (AS) degree as the former complete courses which are more appropriate and of higher quality for transfer. The ADN graduates were cited as lacking in transferable composition, science, and mathematic courses.

D. New Program Development. UCF is in the process of developing a strategic plan for the next 3-5 years. The departments have completed their audit and identified their goals. The Department of Nursing indicates one of its goals is the development of a master's degree program in nursing. University administration stated highest priority for the MSN program. The focus of the program has not been decided as yet. With the number of doctorally prepared faculty (seven plus seven in progress), their involvement in scholarly activities,

the many health care agencies in this rapidly growing region, and the need for nurses with advanced degrees, it is evident this exploration should continue. The program should be included in the State University System Master Plan, and a needs assessment should be conducted to determine the focus of the program. With the type of health care agencies serving the region, the need may be for a focus on clinical specialization. However, with the University of Florida currently offering an off-campus MSN program housed at Florida Hospital in Orlando and focusing on a variety of clinical specialties, it is suggested that joint discussions be held. Another issue is whether it is more cost-effective to have an off-campus program from UF or a program conducted at UCF. Data were not available on the cost of the current UF off-campus program which is reported to have external funding to support two of the seven faculty, or on the estimated costs of the proposed new program at UCF. There is also a proposal for a building to be built at the local community college being available for the master's program. This may need further study as it could result in isolation of nursing master's degree students from other UCF graduate students and greater difficulty in access to the UCF library and support services. It may be possible, based on a needs assessment and cost study, to gradually initiate a master's program at UCF which would slowly replace or not conflict with the existing off-campus UF master's program.

The Faculty do not seem to be taking into consideration the needs for master's graduates in the community. They are planning a generalist's degree, when employers express a need for persons at the graduate level with preparation in nursing administration and specialty areas.

F. Achievement of Goals/Resource Use. The nursing program is directed by an effective leader who has been assertive in obtaining the human and financial resources for continuous program improvement. In addition to an endowed Chair, the Department Chair has obtained extramural funding for an AA-BSN Project at Orlando Regional Medical Center, a national student recruitment videodisc program funded by five hospitals, a number of sizeable scholarships for students and loans of qualified adjunct faculty by some agencies upon request and when needed.

Faculty view their role as being effective teachers, researchers, and providers of service to the University, community and professional nursing associations. They seek all types of extramural funding to support their clinical and educational research endeavors.

The Department of Nursing is attaining its goals through the effective use of available resources and seeking support for additional resources as the opportunity arises. The department seems intent on maintaining their present effectiveness in teaching and to enhance student learning by the purchase and development of instructional technology. One

goal of the department is to increase the number of qualified minority students. Another goal is to develop the master's program.

II. FACULTY

There are nineteen full-time regular faculty and seven part-time adjunct faculty (two are on leaves of absence and two are visiting professors). Of the full-time faculty, seven hold doctorates and seven are completing doctoral study. The Department has devised a systematic and well-organized evaluation plan which includes input from students, peers, self, and administration. The teaching load of faculty averages less than 20 contact hours per week. Faculty indicated they have one day to devote to research and scholarly activities. Each faculty member submits an annual report to the Chair which is used as the basis for the annual evaluation. These evaluations are used for promotion and tenure decisions. A review of the recent evaluations indicated faculty are effective teachers, involved in professional and community activities, and most engaged in research or other scholarly activities. The review of annual reports for the past four years revealed a progressive increase in external funding for research projects and educational grants. In 1989-1990, four projects were approved and externally sponsored. The Chair serves as Director of Research at Orlando Regional Medical Center and also has a $250,000 five-year grant from there for

the RN-AA-BSN Project. Faculty are also productive in publications with seven co-authoring texts or chapters in texts, nine authoring articles, and ten presenting papers. One faculty member is on a leave of absence as a Robert Wood Johnson Post-doctoral Research Fellow. Four faculty members have received the College Excellence in Teaching Award in four separate years. A number of faculty hold local, state, and national leadership positions in professional associations. The Chair reported all courses are directed by regular faculty. In Spring 1991, only two adjunct instructors (paid from OPS) are used to conduct clinical laboratory sections of courses. No graduate assistants are used and no faculty have an overload assignment. A review of the course listing for January 1991 revealed 37 sections of courses taught by regular faculty and four laboratory sections taught by adjunct instructors. Qualified preceptors are provided by clinical agencies for seniors during the Selected Nursing Practicum as an in-kind contribution.

The Department of Nursing has been successful in establishing an Eminent Scholar Chair based on a pledge of $600,000 from the Bert Fish Foundation. This endowment will provide for an Innovative Nursing Education Endowed Chair to be located at the UCF Daytona Beach campus for the design of a collaborative approach to educational mobility in nursing in conjunction with Bethune-Cookman College and Daytona Beach Community College.

Of the nineteen full-time faculty, five are tenured. Of these, one is a Hispanic female and one a caucasian male. There are black females in tenure earning positions. There is one Hispanic female serving as a Visiting Assistant Professor. All others are white females.

III. STUDENTS

A. Demand, Admission Standards, and Retention. Typical of most nursing programs, UCF experienced a decline in student enrollment in the late 80's. However, due to an externally funded energetic student recruitment plan and public awareness of the need for professional nurses, the data comparing 1989 and 1990 generic student enrollment show an increase of 11%. In 1990, the number of applicants was double the number who were accepted; the rejection was often due to the lack of prerequisites. As the number of enrollees increased, so has the number of graduates. There has been a gradual increase in the number of graduates since 1988. Being a limited access upper division program, the program selects applicants who meet the admission criteria and demonstrate the potential to succeed in the program. The attrition rate is reported as less than 5% and mostly due to poor academic performance.

There is no limit to the number of registered nurses admitted to the program. However this enrollment for Fall 1990 was 28, and is especially low on one of the branch campuses. It was stated greater effort is being made to increase the

recruitment of RN's in Daytona Beach and to petition the Florida Board of Nursing to approve admission of generic students to the branch campuses.

B. Feedback from Graduates. A review of surveys of courses by students and evaluation surveys of recent alumni at one and five years reveals students and alumni report satisfaction with the program and the teaching. A meeting with four alumni confirmed this. Both graduates and employers rated their performance as "above average" and "somewhat above most graduates of equal experience."

C. EEO. In regards to EEO, the Fall 1990 enrollment of generic and registered nurse students is composed of 125 females and 8 males. There are 5 Asians, 4 Blacks, 3 Hispanic, and 122 Caucasians. Four registered nurses and eight generic students are non-white. Faculty are encouraged to seek a greater number of students from all ethnic groups.

D. Degree Productivity. Degree productivity is gradually increasing as the program overcomes the decline in enrollment of the late 1980's.

IV. FACILITIES AND RESOURCES

A. Library. The visitors met with library administrators and toured the facility. The Library has an on-line catalog system, other specialized computerized systems, and is connected to the State University System Library network. The faculty and library staff validated over $32,000 allocated for

increasing nursing acquisitions in 1989 (three times the amount in 1988). The stacks revealed current and appropriate holdings of books and ninety subscription titles specific to nursing. Faculty reported they had never had a request for additions to the collection denied. Faculty and students also have use of libraries at the community colleges and hospitals. However, students we met were not so positive. They complained about the lack of help from library staff and about the frequently experienced unavailability of materials. One student reported that usually about 20% of the materials on a computer print-out were available. These complaints need to be considered in light of the students' tendency to compare a university library with diverse holdings with a hospital library which is more specific to health/medicine/nursing. The library administrator reported past surveys by UCF students showed satisfaction with the service. It is suggested the Department of Nursing or the Library conduct a survey of nursing majors to determine if the complaints of this group are representative of all nursing students. A visit to the branch campus libraries was not possible, but the visitors were assured additional resources had been made available there as well.

B. Laboratories. The Department of Nursing has a Skills Laboratory which is used for demonstrations and student practice sessions. There are nine bed units plus audiovisual materials and other clinical equipment located here. Storage space is inadequate resulting in a crowded environment. A

larger space for a skills lab is needed. However, in the proposed new building for the College of Health, a nursing college laboratory of much greater footage has been designed.

C. Clinical Facilities. The clinical facilities available for student learning in Orlando, Daytona Beach, and Cocoa are diverse, variable in size, and excellent in quality as reported in meetings with faculty, students, and alumni. In Orlando, this richness is a strength in that students have access to a number of agencies, including geriatric and child day care centers, several health departments and visiting nurse associations, and over fifteen hospitals/medical centers. There are two facilities for the care of ill children, and faculty are exploring developing alternative experiences in community health and ambulatory health care.

At the branch campuses, a consortium is used for devising schedules for student experiences in all nursing schools in the area. In addition some agencies provide part-time faculty for joint appointments for student clinical instruction.

D. Electronic Data Processing. The equipment in the Department of Nursing seems adequate for the faculty and staff at the main and branch campus. Students, who have access to one computer in the Department, also have access to such equipment in the Computing Center. As the faculty develop their computer skills and increase their usage for research and development of software, additional equipment will be required for which plans are already underway. The use of computer

mediated instruction by students will also increase the need for more hardware and appropriate software.

E. Equipment. Equipment for typing, duplication, and telecommunications is available to faculty and staff. Instructional equipment for student learning as well as faculty classroom use is available in the form of audio and videotapes, models, and CAI software. A grant has been submitted to the Helene Fuld Foundation to increase and update these holdings; a decision is pending.

F. Support Personnel/Staffing Levels. The clerical staff is adequate for the present number of faculty and students. The Department of Nursing main campus staff is composed of three full-time staff and two student assistants; each branch campus has a part-time secretary. Present space and budget limit the number of staff who could be employed.

The Skills Laboratory is serviced by three regular faculty. This seems adequate to cover faculty instruction and student practice sessions. Students did suggest increasing the hours that the Skills Laboratory is available for practice.

G. Space. The Department of Nursing has limited space for support personnel, lacks some private faculty offices, has a crowded Skills Laboratory, lacks a learning resource center for self-paced learning, has inadequate storage space, and inadequate availability of classrooms. In the proposed new building for the College of Health, there will be additional space to overcome the above deficiencies. The Chair of the

Department of Nursing serves as chair of the Building Committee and is confident the nursing program will obtain the additional space needed.

V. PROGRAM STRENGTHS, NEEDS, AND RECOMMENDATIONS

A. Strengths

1. Effective leadership of the Chair.
2. Qualified faculty who are committed to a quality program through effective teaching, conducting research, disseminating knowledge through publication, and providing service to the University, community, and their profession.
3. Strong administrative support for the program.
4. New leadership in the College of Health supportive of the program with goals toward restructuring the College.
5. Clinical facilities which are of high quality and diverse in purpose for student learning.
6. Qualified students who are successful on entry into practice.
7. A well-organized curriculum which needs minimal fine tuning.
8. Strong support from the community through funding of educational projects, research grants, an endowed chair, and scholarships.
9. Increasing numbers of qualified applicants.

10. Good relationships with other departments/colleges within the University and other local colleges.
11. Recognition of the needs of registered nurses seeking a baccalaureate degree.

B. Needs and Recommendations

1. The Department of Nursing faculty should re-examine the curriculum. Particular attention should be given to the number of credit hours in selected science courses and the semester hours in nursing leadership and issue courses in an effort to reduce the total number of semester hours required for the B.S. in Nursing degree.
2. The University and Department should continue to pursue articulation agreements with other colleges and community colleges to strengthen the general education requirements of transfer students and graduates.
3. The limited access status of the undergraduate program should be maintained.
4. The Department of Nursing should seek adequate space in the proposed building for the Skills Laboratory, a Learning Resource Center, and storage to provide for more effective teaching, learning, and research. Where possible, space for research activities should be made available in the current building.

5. The faculty are encouraged to continue to engage in scholarly activities and pursue extramural funding for such activities.
6. The Master's degree in Nursing at UCF should continue to be on the SUS Master Plan. The University and Department of Nursing should request permission to plan for a master's degree program in nursing based on a needs assessment to determine the focus. Discussions with the University of Florida regarding the future plans for the present Orlando master's program are recommended. Efforts should be made to conduct the program on the main campus of UCF.
7. The College of Health and the Department should explore changing the status of the Department of Nursing to a School of Nursing within the new College of Health and Public Affairs. The present Department is more consistent with that of a school in regard to structure, mission, and future goals.
8. The Department of Nursing or the Library should conduct a survey of nursing majors to determine their evaluation of the effectiveness of the library services and the availability of materials for promotion of less stressful learning.

9. The University and Department of Nursing are encouraged to continue their efforts to enroll and graduate qualified minority students, representing diverse ethnic backgrounds.
10. The Chair of the Department should seek funds to pay faculty for summer teaching to meet present curriculum demands.
11. Four of five faculty members are tenured; new faculty should be recruited to the tenure track, but be untenured, when initially employed.

FLORIDA INTERNATIONAL UNIVERSITY

SCHOOL OF NURSING

(BSN Program)

I. PROGRAMS

The School of Nursing offers baccalaureate and post-baccalaureate nursing programs designed to prepare professional nurses who can lead, coordinate, and oversee the delivery of accessible, competent, affordable, quality, comprehensive, culture-sensitive, humanistic and holistic health care to individuals, families and communities. At the undergraduate level, the School of Nursing offers an upper division two year curriculum.

At the post-baccalaureate level, the School of Nursing prepares nurse practitioners with advanced skills who function as primary health care providers. The one year post-baccalaureate practitioner program qualifies the graduate for state and national certification as an Adult Health Nurse Practitioner.

The School of Nursing maintains contractual agreements for student practice with approximately 46 health care facilities in Broward and Dade counties.

A. Cultural Assessment. Cultural assessment is emphasized in the undergraduate curriculum and the Advanced Registered Nurse Practitioner Program (ARNP). The School of Nursing received a grant of approximately $200,000 for three

years to study how to integrate cultural concepts of health and illness into the curriculum. They have written a module as a result of that grant and the students spoke very positively of the emphasis on cultural diversity.

B. Undergraduate Curriculum. The leadership course brings in community leaders to serve as role models for students. The research course emphasizes the role of the baccalaureate nurse as a consumer of research.

In the community health course, didactic is taught in the first half and clinical in the last half. Generic and RN students are separate. There are three clinical sites and the faculty use beepers in order for students to contact them. The students make their visits in pairs for safety purposes.

The RNs have a heavy focus in community health and they use the homeless site, the migrant farm workers, and school health for learning experiences. They have been creative in starting school health programs and in establishing family planning clinics.

The senior seminar in the last semester is different for RNs and generic students. The RN students are prepared for graduate study and the majority of the students do go on to graduate school, according to the faculty. The generic students use this time for synthesis to help prepare for NCLEX as well as to help them in testing skills.

Faculty reported that the medical/surgical course is now taught over the whole semester and well coordinated with the

patho-physiology course. This change was made because of student complaints with courses being taught in half semesters.

C. RN to BSN - Articulation. An interview with the Dean of Miami Dade Community College School of Nursing was helpful in looking at the relationship between FIU and the community college. The Dean of the community college program indicated that they were trying to reduce the present 82 hours required of some of their students to 72 hours. The goal is to have the same outcomes using different strategies. Another recommendation was to have all students take the CLAST exam in the first year so that weak areas could be identified for those students going on for their baccalaureate degrees. The Dean also indicated that no more than 60% of the credits are in nursing. Some of the general education courses are mandated courses and cannot be changed.

While no specific studies were identified, faculty indicated that transfer students had more difficulty than those who took their pre-requisites at FIU. While a 2.5 grade point average is required for admission, some of the community colleges allow students to repeat courses as many times as necessary to pass and the failing grade is not included in the grade point average. The consultants felt that these students would have difficulty succeeding academically in nursing and require an inordinate amount of time in academic advising. The 10% waiver of admission does not seem to be an issue since very few students have been admitted on that waiver.

II. FACULTY

Faculty recruitment was discussed and the goal of FIU is to have all doctorally prepared faculty with post-doctorate work. They wish to have national and international diversity represented in the faculty.

The faculty appear to be very motivated and energetic in initiating and conducting research projects. They are involved in inter-disciplinary research with education at FIU. One faculty member is conducting Computer Assisted Instruction (CAI) research. There are four faculty on fellowships and one was funded through the Florida Endowment this past year. The faculty indicate that they have one faculty development day per week. This may be used however they wish. This time for scholarly activity could increase research productivity.

The faculty were questioned regarding their committee structure effectiveness and they feel satisfied with the three major committees. They are also very involved with university committees.

The administration in the School of Nursing (SON) must carefully monitor the numbers of adjunct faculty and the quality of their teaching. An excessive number of adjunct faculty could dilute the quality of the teaching/learning environment. They do not meet the same requirements for teaching nor are they involved with the other activities expected of regular faculty.

Faculty seem to be extremely busy. They are concentrating on trying to qualify for tenure and some are completing doctorates. They also have the opportunity for overload time in which the program can be offered in the local hospitals if as many as 20 students request courses. This is offered through the continuing education department as overload and is offered only for the RN/BSN. Considering the diversity of the student population, it would be helpful to have a lower student/teacher ratio than 1:12.

III. STUDENTS

Undergraduate students expressed confidence in their preparation for passing NCLEX. They indicated that they are tested frequently with the kind of questions that will be on state board examinations.

There will be 110 graduates from the nurse practitioner program after this year. Again, the cultural diversity is impressive. The graduates are receiving salaries from $32,000 to $60,000 in such locations as the Veterans Administration Hospital, AIDS clinic, partnerships, primary care centers, and geriatrics.

The consultants met with a large number of students and the nurse practitioner students were very vocal in their desire for a graduate program as were nurses from the community. Efforts are being made to escrow credits from the present certificate nurse practitioner program for use upon approval of

a graduate program. The school has had consultation in designing their graduate program for the nurse practitioner. A federal grant is being resubmitted for funding of that program pending state approval for a graduate program. The graduates of the nurse practitioner program are demonstrating strong entrepreneurial skills and several are in partnership with physicians. Others are initiating their own practices and clinics.

Faculty were asked about efforts toward retention of students. There is a math lab available as well as several remedial labs on campus. The goal is to increase the passing rate on NCLEX, which is below the state and national average. The academic advisor has the major responsibility for the students in the first two years before entering upper division and she sees them each semester. There seems to be an excellent relationship with Miami Dade Community College. The advisor does recruiting in high schools and in the community. The advisor indicates that there is a pool of 300-500 applicants. Their selection is based on the student having 60 credits with a 2.5 or above grade point average. The limited access status of the program should be maintained.

IV. FACILITIES AND RESOURCES

Area Health Education Center (AHEC) funds help support the Advanced Registered Nurse Practitioner (ARNP) program and the funding will be decreasing next year. This is a very large

program with 29 graduates in the first year. They are now in their third class with 36 students. One faculty is supported by the AHEC funds. Adjunct nurse practitioner faculty serve as preceptors for the students.

There are some outstanding clinical facilities available for students in the Miami area. The question was raised as to the degree of competition for clinical facilities; it varies throughout the curriculum. The childbearing course does experience some difficulty with competition for obstetrical clinical sites and a birthing center is being considered as an additional clinical site. Faculty, rather than adjuncts, do teach the clinicals.

A computer lab is needed by the School of Nursing. CAI is being considered for reviewing for NCLEX and the students may use CAI in lieu of or as an addition to review sessions. Faculty have submitted a grant to the Helene Fuld Foundation and are awaiting their decision. Students do have access to computers through the library and other computer labs on the campus. There are only two computers in the learning resource center in the School of Nursing. One faculty member has received a grant from the Academy for the Art of Teaching to conduct a retreat designed to assist faculty to learn how to integrate computers into the curriculum. The faculty have established an excellent relationship with the computer department and the majority of the faculty have their individual computers in their offices.

The School of Nursing has the potential for being very well funded since they are named in a trust arrangement for a one to three million dollar endowment. Funding is also available from local hospitals.

The library is a new facility and the students expressed their appreciation of those resources and commented on the excellent support staff. The holdings in Nursing were upgraded last year but this year's funds are limited.

V. PROGRAMS STRENGTHS, NEEDS, AND RECOMMENDATIONS

A. Strengths:

1. The Central Administration is supportive of the School of Nursing.
2. There is commitment and cultural diversity among the faculty and ethnic representation in the student population.
3. There is a strong partnership with nursing service, and the community is supportive of starting the master's degree program.
4. Faculty have one day per week designated as faculty development.
5. Faculty are involved in research within the university and at area health care agencies.
6. There is sufficient flexibility for working students. Students indicated there is flexibility in the program including clinical assignments.

7. There is strong articulation with feeder nursing schools, i.e., diploma school and community colleges.
8. Students indicated faculty support, willingness to listen to criticism which results in change, and demonstrated mutual respect.
9. There is an aesthetic environment for learning with well equipped and well maintained classrooms and labs.
10. The program benefits from the full time student advisor/recruiter and a large pool of students interested in graduate and undergraduate programs.
11. The nursing faculty have strength in consulting activities in the Middle East, Bahamas, and in other developing countries. They should continue to strengthen initiatives and international health.

B. Needs and Recommendations

1. While support for the master's degree is clear from all levels, it should not be implemented at the expense of the undergraduate program. Additional faculty lines will be needed to accommodate a graduate program.
2. Continue the limited access status of the program. The program cannot accommodate more students without additional faculty.

3. There is a need for a carefully structured plan for retention of academically disadvantaged students. The plan should include specific outcomes in the form of successful graduation and higher passing rates on the NCLEX-RN. Tutoring should be directed at improving the opportunity for successful passage of NCLEX-RN at first administration.
4. At Florida International University many of the nursing faculty have their last degree from the parent University or another University within the city. The school should continue to recruit for new faculty with doctoral degrees (preferably in nursing) from outside the city of Miami.
5. Continue the close working relationship with Miami Dade Community College and other community colleges to enhance articulation.
6. The policy of accepting AS degree transfers who have repeated general education courses a number of times with grade forgiveness should be examined and some limits instituted.
7. Add some non-tenure lines during the transition period when many faculty members are attempting to meet university requirements for tenure and

promotion. This would allow the administration to hire professionals whose primary interest is teaching.

8. The School of Nursing administration and faculty should establish a limit on the percent of faculty who may be enrolled in doctoral education at any time. They should also establish a maximum number of adjunct faculty who may be used in a semester.
9. Computer and other instructional resources supportive of the undergraduate and graduate program goals will be needed. Priority should be given to computer resources which enhance the baccalaureate graduate's success in passing the licensing examination. A computer laboratory for use by nursing students should be a priority.
10. Encourage the use of the faculty development day for scholarship purposes.

UNIVERSITY OF NORTH FLORIDA

DEPARTMENT OF NURSING

(BSN Program)

I. PROGRAM

The Department of Nursing is under the aegis of the College of Health. There is both an RN-BSN completion program and a basic generic track in the program.

A. Curriculum. The Nursing Department received initial accreditation in 1985 for an eight year period. At that time, only the RN to BSN track was offered. In 1986, the generic track was begun and this was reported to the NLN. That action prompted the NLN to raise a number of questions which resulted in the generation of an interim report which was submitted to the NLN Council of Baccalaureate and Higher Degree Programs Board of Review, Fall 1989. The Board of Review reconfirmed the program's accreditation status and the program's next visit is scheduled for Spring 1993. The board also recommended "that faculty and administrative salaries be improved so that fiscal resources are adequate to support the nursing program in achieving its goal (criterion 6)" and "that the nursing faculty reexamine its use of the clinical evaluation tool for all nursing courses so that instructional processes consistently support the philosophy and goals of the program and the objectives of the curriculum (criterion 29)." In response to

the clinical evaluation tool issue, faculty state they are working on this. This recommendation arose because the NLN Board of Review thought faculty were using their evaluation tool to assess only clinical experiences and not didactic work.

The nursing curriculum is offered over six semesters of the junior and senior years as follows: Summer, Fall, Spring and Fall, Spring Summer. In the senior practicum, master's prepared preceptors are used. Students meet once a week in a seminar with UNF faculty. The preceptors have a role in evaluation but faculty have ultimate responsibility for this. Students elect the clinical focus of their practicum.

Only 39 credit hours at the upper division level are required for graduation of the RN-Baccalaureate completion student. Faculty need to reconsider the imbalance of course work due to the excessive numbers of lower division credits earned at the community college.

The faculty continue to evaluate the curriculum. Presently, they are looking at cognitive mapping to determine where there may be overlaps or gaps in the curriculum.

Students expressed dissatisfaction with the fact that they complete the program in August due to the summer session at the end of the senior year requiring them to work as GNs (graduate nurses). This results in students having to wait until the following February to take the licensure exam (NCLEX). This could be corrected by a change in the structure of the nursing curriculum which would allow them to take all required summer

nursing courses in the summers before the senior year. Students also expressed dissatisfaction that many prerequisite science courses at UNF are offered infrequently or cannot accommodate the number of students that need to enroll in them requiring students to take these courses at the local community college and often delaying their admission into the nursing program.

B. Articulation. There exists a formal articulation agreement between the University of North Florida (UNF) and the Florida Community College-Jacksonville (FCCJ), a major feeder school. Seventy-five credit hours are required for an A.S. in Nursing degree. This A.S. curriculum includes 26 credit hours of the General Education requirements. It is possible to meet all of the General Education requirements of the Florida system at FCCJ by enrolling in an additional 19 credit hours for a total of 94 credit hours.

RN students at UNF may earn 27 credit hours of the nursing major through challenge exams (NLN Mobility Profile II). The remainder of the required 66 hour upper-division major (36 credit hours in nursing and 3 credit hours of electives) may be completed in one calendar year including a summer session.

Students who enter the University with an AA degree automatically transfer in 60 credit hours. Fundamentals in Nursing is a required 200-level course in both programs and the 10 credit hours earned in the FCCJ program may be used as part of the 60 credit hours of transfer credit.

Thus, of the 44 credit hours of nursing in the community college program, credit may be earned for all but seven credit hours. In the event the student has not had two years of foreign language in high school, an additional eight credit hours are required.

Total credit hours for the FCCJ transfer student at UNF are as follows:

Earn by transfer from FCCJ	94 cr. hr.
Earn by nursing validation exam	27 cr. hr. (from a total of 66 c.h. required in nursing)
Earn by enrollment	39 credit hours

Of the total hours required for the BSN degree at UNF, it is possible to enroll in only 39 credit hours.

The academic advisor stated that, on average, nursing transfer students graduate with 134-136 credit hours total.

C. New Program Development. The Nursing Department has plans for a Master's degree program. At this stage, they have not clearly identified the focus for the program. Nevertheless, it is cited in "A Proposed Academic Master Plan for the University of North Florida 1993-1998" as one of six master's degree programs the University wishes to initiate later this decade. Inclusion of the proposed programs in the SUS Master Plan would require approval by the Florida Board of

Regents. The nursing faculty and nursing administration support the need for a master's program based upon the following rationale: (1) they would be better able to attract doctorally-prepared faculty, (2) the community both needs and wants a master's program at UNF, and (3) there are unique resources at UNF to support a master's program, e.g., there is a strong College of Computer and Information Sciences, there is a College of Business with accredited programs, and there is a faculty member who has expertise and has published in the area of computers in nursing. Faculty believe there is a need for a master's program in nursing as well as for program expansion at the undergraduate level, but they do not want to sacrifice quality in order to achieve either of the above options.

In discussion with nursing service administrators from the local community, they identified employment of BSN-prepared nurses as a first step and the master's-prepared staff as the next step in their goal. None currently have all BSN-prepared head nurse staffs. The local Florida Organization of Nurse Executives is considering how they might financially support the initiation of a master's program.

In the opinion of the consultants, faculty at the University of North Florida are not yet ready to start a master's program. It appears that the University of Florida's outreach program, with some modification could meet the needs in that area until the faculty at the University of North Florida are prepared to start a master's program.

II. FACULTY

There are 10 full-time faculty, one of whom is on Leave of Absence without pay this academic year enrolled full-time in the Ph.D. in Nursing program at the University of Florida. She will return to full-time status in Fall 1991. She is being replaced this year by the temporary appointment of a clinical instructor. Additionally, there are two .5 FTE faculty who do clinical supervision. (One faculty line was split.) Nine of the 10 full-time positions are state lines and one has been fully funded by St. Vincents Hospital for three years. Of the ten full-time faculty, three are doctorally-prepared, two are in doctoral study, one is a minority (black), and three are tenured. Two of the ten faculty positions will be vacant at the end of the 1990-91 academic year and recruitment has begun to fill these positions with qualified tenure-line faculty. Due to increased enrollment, there will be 35 students in clinical for obstetrics/pediatrics Fall 1991 and an additional clinical instructor will be needed.

In response to the salary issue discussed in the NLN report, the University did make an adjustment in salaries during the 1989-90 year. The most recent 1990-91 AACN data compared with current UNF salaries show that salaries at UNF are still about $3,000 below the average for academic year appointments and for the chair. Faculty said that it's possible to make higher salaries in some service settings.

Faculty members's acknowledge the need to pursue scholarly, creative activities to achieve promotion and tenure, but they find it difficult to pursue such activities because of the heavy contact hours required in the undergraduate program during some semesters (20-21 contact hours per week in class and clinical). They would like to see the faculty/student ratio reduced from 1:12 to 1:8-10. This would not only reduce their workload but would also improve quality, especially in light of patient acuity levels in many settings. An attempt is made to schedule one semester of a lighter workload each year.

There exists a university-wide faculty development fund which is highly competitive. Two nursing faculty applied for funds (February 7, 1991 deadline) and the Faculty Affairs Committee of the Nursing Department plans to apply for funds for the June deadline.

III. STUDENTS

Generic students expressed satisfaction with the UNF program in that classes are small, faculty are good teachers and provide much individual attention, the program has a good reputation, and they have a variety of clinical learning experiences.

Students did not believe that increased undergraduate enrollment would have a negative impact on the BSN program but said they would not want to lose their relationships with faculty.

Enrollment in the generic track has shown a steady increase over time as follows:

	RN	Generic	Total
Fall 1986	123	21	144
Fall 1987	146	39	185
Fall 1988	124	47	171
Fall 1989	97	52	149
Fall 1990	100	65	165

The demand for the RN program has remained relatively stable over time, showing a decline in 1989 when program requirements changed. At that time the NLN Mobility Profile II examinations were adopted and students were required to complete prerequisites, including the General Education requirements, prior to enrolling in the RN-BSN option.

There were over 100 generic applicants for Fall 1991 (cutoff date: 2/15/91) for 40 student slots. Forty students were admitted (with the expectation of some attrition) and 15 students were put on a waiting list.

To date, generic students have done well on the NCLEX-RN with passing rates of 100% (N=10) and 95% (N=19), respectively on the last two examinations.

In discussing student diversity (ethnic, racial, cultural), faculty expressed commitment to this goal. No specific plans are in place for achieving this, but faculty believe they have been fairly successful. They have, however, taken some steps to help students who may be at risk. They now

administer the Watson-Glasser Critical Thinking Test and then pair students in laboratories so that there is a high scorer with a low scorer. Insofar as possible, they establish clinical groups with a mix of students. Two faculty members are conducting research on high-risk students and they recently did a poster presentation at a national conference on this subject. Faculty said they spend a great deal of time with minority students advising them on a weekly basis and tracking their progress.

IV. FACILITIES AND RESOURCES

The Department of Nursing is one of two departments within the College of Health. The University is attempting to cope with enrollment growth and there are plans underway for a new Science Building (50,000 square feet) in which the College of Health would be housed. It is to be built during the 1990's. This building is on the three year PECO list for construction programs in the SUS and has received endorsement from the Department of Education.

Health care is the number one industry in Jacksonville. There are 14 major health care institutions in the area. BSN nurses are both needed and desired according to nursing faculty and administration. There are a number of large hospitals in the city (St. Lukes, St. Vincents, Methodist, to name a few) and the Mayo Clinic has opened a large satellite. There remains a nursing shortage in the area. A figure of 16%

vacancy rate was cited as an estimate of the shortage. Local employers stated that they employ a mix of ADN, BSN, and MS nurses. They said they would prefer more BSN graduates and fewer ADNs.

The Jacksonville population is projected to continue to increase. It experienced the fastest growth rate of any city in Florida during the past decade.

V. STRENGTHS, NEEDS, AND RECOMMENDATIONS

A. Strengths

1. There is an excellent articulation agreement with the FCCJ nursing program and there are similar arrangements with the Lake City and Daytona Community College programs.
2. There are flexible course offerings for the RN-BSN students, allowing them to enroll in daytime or evening courses.
3. Both faculty and administration are committed to a quality baccalaureate program.
4. The health care community supports the nursing program through funding of one faculty position and by providing tuition reimbursement.
5. Local employers expressed satisfaction with UNF graduates.
6. To date, there has been a high pass rate on the licensure examination.

7. Students consider faculty to be very supportive and appreciate the great deal of individual attention provided by faculty.

B. Needs

1. Lack of scholarly productivity by faculty due to workloads requiring high contact hours with students.
2. Salaries that are not competitive in order to recruit doctorally-prepared faculty.
3. Limited access status for generic and transfer students in light of demand for the baccalaureate program. However, in order to increase the number of students, the number of faculty would need to be increased.
4. Infrequency of science course offerings and/or limited course sections requiring students to enroll in community college courses in order to complete prerequisites and sometimes delay their progress in the nursing program.
5. Of some concern is that an RN-BSN student can earn a bachelor's degree by enrolling in only 39 credit hours of upper division course work. (In order to earn the A.A. degree with a nursing major at FCCJ, students are required to enroll in 94 credit hours, of which 60 credit hours transfer into the UNF program.)

6. The six semester nursing curriculum for the generic BSN student seems excessively long compared to other BSN programs.

C. Recommendations

1. Greater emphasis should be placed on scholarship by faculty. This can best be achieved by adding faculty lines to free faculty from their heavy teaching contact hours and filling vacant positions with doctorally prepared faculty who are active in research.
2. The nursing department should more clearly define the specific focus of the proposed master's degree program. It was not clear to the consultants whether a master's in nursing administration, in nursing informatics, or in some other area should be offered or was needed or desired by the community. A needs assessment is recommended to gain information about the demand for master's prepared nurses in this area.
3. In order to attract doctorally-prepared faculty, salaries should be increased.
4. Enrollment in the generic baccalaureate program should be increased in order to keep pace with market demands. This would require additional faculty lines. In the absence of additional

faculty lines, the current limit on enrollment will need to be maintained.

5. Some non-nursing courses in the curriculum should be required at the upper division level to provide for a more balanced program.
6. The nursing curriculum should be reorganized to allow students to graduate in May so that they may be eligible to take the licensure examination in July.

APPENDIX A

ABBREVIATED VITA FOR LEAD CONSULTANT

BIOGRAPHICAL SKETCH

BILLYE J. BROWN

Dr. Billye Brown has been involved with Sigma Theta Tau at the Chapter level since the mid-1960's. She served as Co-Chair of the Sigma Theta Tau International Project Advisory Committee from 1985 TO 1986, and was a member of the Biennium Development Committee in 1984. She was active in the Campaign for the Center for Nursing Scholarship and served as Chair of the Center Dedication Committee. At the 1987 Biennial Convention, she was elected as President-Elect of the Society and served as President 1989-1991.

Dr. Brown was Dean of The University of Texas at Austin School of Nursing from 1972 until her retirement from that position August 31, 1989. She now holds the title of LaQuinta Centennial Professor Emeritus. She is a Fellow of the American Academy of Nursing and Past President of the American Association of Colleges of Nursing. She has served as President of the District Six Texas Nurses Association (1958-1959), President of the Texas Nurses Association from 1966 to 1969 and on numerous committees of the Texas League for Nursing, Texas Nurses Association, National League for Nursing, the American Nurses Association, Sigma Theta Tau International, and on the Executive Committee of the Southern Council on Collegiate Education for Nursing.

Dr. Brown was appointed to the National Advisory council on Nurse Training from 1983 to 1987. She served as a Civilian National Consultant to the Surgeon General of the United States Air Force from 1983 to 1987. In 1987, she was elected to serve on the Board of Directors of the American Journal of Nursing Company (1987-91, 1991-95). Currently, she serves as vice-chair of the Health Professions Education Advisory Committee of the Texas Higher Education Coordinating Board. St. Louis University presented to her with the Alumni Merit Award in 1981. The Distinguished Alumnus Award was presented to her by The University of Texas Medical Branch at Galveston School of Nursing in 1982. In 1990, the Baptist Medical System School of Nursing presented her with the Distinguished Alumna Award. In 1985, the Epsilon Theta Chapter of Sigma Theta Tau recognized her with the Chapter's Mentor Award. In 1986, she was recognized by the Counseling and Pastoral Care Center of Austin as an outstanding citizen and in 1985, by the Austin American Statesman as one of Austin's most influential women in education. In 1988, she was selected as recipient of the University YWCA Outstanding Career Achievement Award and is a member of the Academy of Achievers. In 1989, she was honored by both the Texas house and Senate with Resolutions recognizing her for her service to the University of Texas School of Nursing, and to all of nursing. In 1989, she was selected as a recipient of the United States Air Force Recruiting Services American Spirit Award, the first nurse to receive the award.

In 1990, St. Luke's Hospital Center of Innovation Nursing Leadership Institute recognized her as an Honorary Associate. In 1990, she was recognized by the American Association of Colleges of Nursing with the Sister Bernadette Armiger Award, an award presented biennially to an individual who has a record of outstanding service to the Association and to nursing. In 1991, the AACN recognized her as an Emeritus Member. In 1990, at the state convention members of the Texas Nurses Association recognized her with a Resolution and a standing ovation for her contributions to nursing. In August, 1990, the National League for Nursing published a monograph, edited by Mabel A. Wandelt and Betty J. Thomas, entitled Innovations in Nursing Education Administration. This work made up of "innovations" of more than fifty of Dr. Brown's colleagues was dedicated to her on the occasion of her retirement. In May, 1991, Dr. Brown was presented with the Founder's Award by the UTA-SON Alumni Association.

The content of Dr. Brown's publications pertain to academic administration leadership and followership, strategic planning, costing methodologies, and trends in nursing. She has authored numerous articles and several chapters in books. She served as an assistant editor of the Journal of Professional Nursing 1985 and 1986. Dr. Brown has served on numerous advisory boards and is in demand at the local state, and national levels as a consultant and as a speaker.

APPENDIX B

LIST OF CONSULTANTS

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APPENDIX C

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1990-91 NURSING PROGRAM REVIEW

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